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ABSTRACT

This guide to preschool curriculum planning presents a unit approach to preschool education and outlines 44 curriculum units. A discussion of methods and principles involved in the development of this curriculum stresses that it is the child, not the teacher, who determines curriculum. Four principles for good teaching are examined: preparing instructional objectives, task analysis, error-free learning, and the use of positive reinforcement. The objective of the curriculum is to help the teacher teach the basic facts and skills each child should know. The guide is divided into six areas of skill development: (1) fine motor, (2) gross motor, (3) social, (4) self-help, (5) language, and (6) cognitive. The sample units included in the guide contain activities in all the curriculum areas. A list of suggested books for young children and a music bibliography are also included. (SDH)

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A PLANNING GUIDE TO THE PRESCHOOL CURRICULUM:
THE CHILD, THE PROCESS, THE DAY

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CURRICULUM

INTRODUCTION TO CURRICULUM

As teachers create more developmental programs for children, their needs for an organized guide to their planning increases. A guide to curriculum material and activities which provide for individual developmental differences in children helps teachers meet the needs of all students. Some say that normal children learn in spite of the teacher. Unfortunately traditional early childhood teacher training can lead a beginner to think that all children are self - motivated and learn from "discovery" experiences. However, these children and especially those with learning problems now being mainstreamed in Head Start, day care and public schools require a well planned program. A curriculum guide assists teachers in setting up a sound program.

Such an early childhood program provides the child with individual:

1) Learning Objectives
2) Direct Teaching
3) Styles of Learning
4) Environmental Structure (surroundings)
5) Reinforcement
6) Use of Learning Material
7) Meaningful Curriculum

A sound program provides for prescriptive teaching starting from the existing skills which a teacher has observed and continuing with a program of small steps insuring success for the child.

WHO DETERMINES THE CURRICULUM?

The child, not the teacher, determines the curriculum. Identification of a child's strengths and weaknesses, based on normative data, offers educational direction to the teacher. Normative data refers to the ages at which the average child achieves essential skills. Instruments, such as the Learning Accomplishment Profile (Anne R. Sanford), enable the teacher to look at the child - at what he can and cannot do in all areas of development - and to program instruction based on his existing skills in these areas. Normative data on child development, sequenced in a hierarchy which moves from simplest skills to most difficult ones, provides the structure for teaching. Instructional objectives are developed for the skills to be taught. Instructional objectives state a new skill or behavior which will be demonstrated by the child after he has been taught. These skills are observed and recorded by the teacher.

WHAT IS THE CURRICULUM?

The curriculum consists of the programmed arrangement of time, materials and tasks. The school environemnt is structured to meet the individual needs and developmental levels of the child. In addition to the unique characteristics of each child, there are common characteristics among children related to their environment, or their world outside of school. The curriculum may be developed entirely around these unique characteristics and individual needs; or, through a unit topic approach, it may incorporate both individual and common characteristics of children.

The approach to curriculum activities suggested in this guide requires the teacher to design tasks and materials which focus on individual needs within the unit structure. While teaching the unit concept Winter, for instance, the teacher presents tasks for the children which differ from one child to the next, and expects each child to respond at his own level of development. Curriculum design for young children can take several forms:

(1) individual lessons with all instructional objectives, teaching materials and daily work for the child being stored in a separate box for each child.
(2) the unit approach, which focuses on the common characteristics and needs of children in teaching units of work such as Pets or Halloween.
(3) and perhaps best - a combination of both the unit approach for a portion of the day and time allotted for individual lessons during another portion of the day.

Whatever approach is chosen, a good curriculum is one which individualizes activities and is designed to get active responses from children.

WHAT IS THE PROCESS FOR DEVELOPING A SYSTEMATIC CURRICULUM?

The teacher begins by finding out what the child can do through the use of normative data on child development. Two or three weeks may be set aside for this purpose at the start of the year. This assessment will determine the outcome of the teaching which goes on in that classroom. Individual long - range instructional objectives will be written by the teacher based on what the child can and cannot do in each area of development. These long - range objectives will be broken down into sub - objectives or skills which must be achieved before reaching the long - range objectives. The sub - objectives will then be sequenced in order of difficulty. This process is known as task analysis. Beginning where the child is now, the teacher moves toward the long - range objective by teaching one step at a time. Pregressing step by step, one skill built upon the other, ensures success for the child.

WHAT ABOUT CURRICULUM EVALUATION?

The systematic curriculum has a continuous, built - in evaluation of both the teacher and the child. Teaching daily toward specific objectives enables the teacher to measure the child's progress and to determine the appropriateness of tasks and materials. Daily evaluation defines more clearly what should be taught the next day.

The teacher interested in a systematic approach to the curriculum should answer these questions:

1. Have you assessed each child in the different areas of development?
2. Have you written long - range and short - range objectives based on this assessment?
3. Have you planned for the child's success in each activity or lesson by expecting responses based on individual objectives?
4. Is the child reaching daily objectives set for him?
5. If not, have you evaluated your tasks, materials and teaching techniques, and revised the activity according to this evaluation?

AND WHAT ABOUT SUCCESS?

In a systematized learning situation the child succeeds more than he fails. How does the teacher ensure success?

1. Know the child, his level of functioning, before giving him a task. Begin on his individual level and stop just before he becomes frustrated.
2. Set appropriate learning objectives and task analyze them (break them down into a teachable order.)
3. Teach small steps each day.
4. Reward each success (food, hug, smile, star -- depending on the level of the child).
5. Evaluate the child's progress each day.
6. Work with parents in planning successful home activities.

Our purpose is to challenge the pre - school teacher to develop a curriculum in which both LEARNING and TEACHING will take place. This type of curriculum ensures success and growth for both the teacher and the child. On the following pages you will find a general diagram for the process of developing a systematic curriculum.

PROCESS FOR CURRICULUM DEVELOPMENT

1

Assess Entry Behaviors
What are his skills in each area of developemnt when he comes to you?

2

Determine Long-Range Objectives
What will he be able to do after you teach him in each area of development?

3

Task Analysis for Immediate Instructional Objectives
What skills must he learn before reaching the long-range objectives?

4

Sequence Instructional Objectives
Are you ensuring success by moving from his entry behavior to the next step in order of difficulty? Have you planned to teach the easiest first?

5

Program Materials, Tasks, and Responses
Have you gathered essential materials? Have you individualized the tasks? Do tasks require active responses from child? How will you know when he has met your objective?

6

Teach

1. Present material after getting attention by giving signal for attending.
2. For all new material have tasks which require active responses. Present material, test it out.
3. Help child make correct response by prompting, cueing, modeling when necessary.
4. Reward appropriate responses immediately.
5. Correct inappropriate responses immediately; re-test.

7

Evaluate

Did child meet the objectives set for him today?
Were the objectives appropriate?
How many trials did he require?
Did your materials influence the learning?
Was attending behavior maintained? How?
Did you respond in a way to encourage child's appropriate action on other days?

8

Revise or Proceed

Do you need to change the teaching routine and materials but stick to present objectives?
If child is now doing or saying something new, he is learning. Build on these new skills by setting new objectives for the child.

METHODS AND PRINCIPLES

INTRODUCTION TO METHODS AND PRINCIPLES

This section of the curriculum guide contains some of the principles on which good teaching is based. The principles included are:

Instructional Objectives

Task Analysis

Error - free Learning

Positive Reinforcement

Each principle is explained and examples are provided for specific classroom applications. It is hoped that the examples illustrate more fully the use of these principles. All of the examples included are classroom tested and have been found to be successful with many different children.

PREPARING INSTRUCTIONAL OBJECTIVES (Source: Robert F. Mager)

In writing educational objectives three questions must be answered:
(1) What is it that we must teach?
(2) How will we know when we have taught it?
(3) What materials and procedures will work best to teach what we wish to teach?

Terms

Behavior - refers to any visible activity displayed by a learner (student).

Terminal behavior - refers to the behavior you would like your learner to be able to demonstrate at the time your influence over him ends, or when you have finished teaching him.

Criterion - is a standard or test by which terminal behavior is evaluated.

Objective - an intent communicated by a statement describing a proposed change in a learner; a statement of what the learner is to be like when he has successfully completed a learning experience; a description of a pattern of behavior we want the learner to be able to demonstrate.

Steps in writing instructional objectives:

First, identify the behavior specifically by name; specify the behavior which will be accepted as evidence that the learner has achieved the objective. What will the learner be DOING and what will the teacher be OBSERVING when the student has achieved the objective?

Second, try to further define the desired behavior by describing the important conditions under which the behavior will be expected to occur. State the conditions you will impose upon the learner when he is demonstrating his mastery of the objectives. Ask these questions:
(1) What will the learner be provided? Example: Given the A.A.M.D., definition . . .

(2) What will the learner be denied? Example: Without looking at the book . . .

(3) Are there any skills which you are specifically not trying to develop? Does the objective exclude such skills? Example: Given the following job application, print, (do not write) . . .

Third, specify the criteria of acceptable performance by describing how well (or how much, or in what time) the learner must perform to be considered acceptable. Example: Given the following list of 25 words the student must be able to correctly read 20 of the words.

TASK ANALYSIS IN THE PRESCHOOL FOR THE HANDICAPPED

Assuming that learning represents a process of change in the learner's behavior, an examination of teacher procedures for effecting change seems appropriate. No longer can the teacher be a combination of educational philosopher and social worker. The role of instructor calls for a highly trained technician who is responsible for a unique contribution to the child's welfare--that of teaching him essential concepts and skills (Engelmann, 1969).

Task analysis represents a logical educational technique for effecting change in conceptual and skill development. The process of Task Analysis involves several basic steps:

1. Identification of appropriate behavioral objectives.
2. The break-down of objectives into constituent concepts.
3. Sequential development of tasks.
4. Manipulation of variables.
5. Evaluation.

Identification of Appropriate Learning Objectives.

Mager (1962) defines an objective as "an intent communicated by a statement describing a proposed change in a learner--a statement of what the learner is to be like when he has successfully completed a learning experience".

Since the teacher becomes the formulator of appropriate objectives, the first pre-requisite involves sophistication in knowledge of subject matter. In the preschool for handicapped children, the normative data supplied by experts of child development (Gesell, 1940) provide a hierarchy of tasks which may become possible objectives for the individual student. The appropriateness of these tasks is determined by the child's developmental level, the task's meaningful relationship to the learner's environment, and the likelihood of reinforcement in daily life. For instance, the communication "hi" may be expressed in several developmental levels (gesture, utterance and gesture, or verbalization). This task is relevant to all environmental situations, and certainly will be reinforced by those about him.

A necessary component of the formulation of objectives involves the pre-test. The pre-evaluation may necessitate adjustment of instructional objectives--deleting some, adding some, or modifying criteria. Without pre-assessment, a teacher may run several risks. He may attempt to teach competencies already possessed by his learner, or assume pre-requisite skills or entry behaviors not in his student's pre-instruction repertoire (Popham, 1970).

The identification of the specific learner behaviors that will indicate the attainment of certain skills aids the teacher in: (1) efficient evaluation of her strategies; (2) a sound basis for selecting appropriate materials; (3) effective instructional methodology; (4) the reduction of incorrect or ambiguous interpretation of objectives; and (5) evaluation of pupil progress. The statement of precise behavioral objectives is essential to an effective teaching program. Illusive, broad, vague objectives hamper specific instructional planning. As Mager points out, "the machinist does not select a tool until he knows what operation he intends to perform."

Breakdown of Objectives Into Constituent Concepts.

A behavioral analysis of the task to be taught demands the breakdown of objectives into specific sub-components. A rigorous analysis of each task includes the identification of the prerequisites to performance. What behaviors will demonstrate the attainment of this concept? These behaviors usually will depend upon the successful mastery of one or more sub-objectives. Task analysis prompts examination of the child's existing skills which can be utilized. The teacher must consider how isolation of the task can be achieved to insure the prevention of assumptions and conceptual leaps; what sub-components of this task are appropriate for this individual child?

Sequential Development of Tasks.

Once the specific behaviors comprising the sub-objectives of the task have been identified, the curriculum designer must decide on the order of presentation. The teacher must determine the "planned sequence of experiences leading to proficiency in terms of stimulus-response relationships". The term "planned sequence" implies that the teacher arbitrarily determines "not only what experiences the student should have--but also in what order they should occur". (Espech and Williams, 1967).

Gagne (1967) suggests that complex cognitive behaviors are invariably composed of simpler tasks, and that attainment of these tasks is necessary before the complex behavior can be demonstrated. Gagne has analyzed behavior into a hierarchy proceeding from the simplest kind of learning through the most complex. He hypothesizes that for learning any given task a structure exists. This structure includes the critical subtasks that a learner masters on his way to criterion performance. It is instructionally wise to attempt to identify subtasks for any instructional objective in order to avoid failures in mastery. (Popham, 1970). Determination of the hierarchy of these subtasks is the critical issue of sequencing, and it is in this area where teachers frequently err. The development of a logical, orderly, analytical and systematic sequence of instruction requires a methodical approach to design.

Manipulation of Variables.

A variable is a behavior or feature of the environment that is subject to change. The teacher's challenge is the scientific manipulation of variables affecting learning to increase the probability of evoking the correct response. In teaching the retarded preschooler, the variables of size, texture, position, color, novelty, shape, brightness, material, function, symmetry or number may be used in cueing. Obviously the use of the order and number of variables is crucial in determining sequential development or ability to focus on the relevant task.

A stimulus is anything that elicits, or results in, a reaction from an organism; a response is, quite simply, the reaction to the stimulus. (Epech, 1967). The teacher's responsibility is to manipulate the variables of the stimuli to evoke the desired response. This requires an analysis of the strength and type of responses elicited by various stimuli.

The preschool handicapped child may have to be taught to attend to the relevant stimulus dimensions. To accomplish this, it is essential to keep the relevant dimension constant from task to task. The manipulation of variables can be used to aid in this focus. For instance, in teaching a color to the handicapped preschooler, the isolation of the task is achieved by teaching only one color at a time. Red may be presented in various forms of size, number, texture, shape, etc., but the variable which remains constant and to which the child ultimately attends is color.

Since the handicapped preschooler utilizes the visual discrimination modality in many of his learning experiences, the studies of Zeaman (1960) on visual discrimination learning of the retarded provides significant insight for consideration in the manipulation of variables. A summary of his conclusions states that:

1. The retardate's discrimination learning is mediated, not by verbal behavior, but by attention to relevant stimulus dimensions.

2. Retardates prefer to attend to position.

3. Their attention focuses (when it does) on broad classes of stimuli, on whole dimensions, not specific cues. They attend to color, not red and green, to form, not square and triangle.

4. Approach tendencies to positive cues are formed more rapidly early in learning than avoidance of negative cues.

5. The nature of stimuli provides a powerful determinant of retardate visual discrimination learning:

   a. Stimulus novelty is a discriminable aspect of stimuli that can facilitate discrimination.
   b. The absolute size of stimuli and figure-to-ground relationship controls discrimination learning of colors and forms. The bigger the better.
   c. Form is a stronger dimension than color.
   d. Some aspects of form, such as symmetry, make for good discrimination.
   e. Three-dimensional figures are more easily discriminated than otherwise equivalent two-dimensional figures.
   f. Relational cues (such as oddity and similarity) are exceedingly difficult.
   g. Redundancy facilitates. The greater the number of relevant dimensions, the greater the likelihood of learning.

h. The greater the number of variable, irrelevant dimensions, the poorer the performance.

6. Transfer operations, such as reversal and intra- and extra-dimensional shifts, are sensitive determinants of retardate visual discrimination learning.

7. Pairing the discriminative stimulus with a junk stimulus (multidimensionally different) strengthens the attention to the relevant cue.

This summary of Zeaman's findings can provide a basis for structuring the manipulative variables of the learning task in a hierarchy of steps. With this knowledge the teacher analyzes the relative strength of each stimulus in evoking the desired response and sequences her lesson accordingly.

Evaluation.

A complete analysis of each learning task includes evaluative procedures which measure the effectiveness of the instructional design. Evaluation considers the following questions:

Was the behavioral objective appropriate for this child?

Did the child exhibit an observable change in behavior?

Did he meet the criteria for acceptable performance?

Did the learning materials facilitate focus on the task, or were they too stimulating?

An example of the task-analysis process in the preschool for the handicapped may be seen in the hypothetical objective of teaching the concept square. The behavioral objective states: "When presented with five pairs of stimuli, the learner can visually discriminate and touch the square in response to the verbal direction, 'touch square'. Criteria of performance are four correct responses in five trials."

The teacher's first objective is to elicit attending behavior in the learner. No verbal direction is given until the child maintains eye contact with the teacher.

The learning task is then isolated, as the teacher states, "This is square." Superfluous verbalizations are avoided. Any further comment, such as "big, red square", becomes "verbal garbage" (Lawler, 1970), which inhibits focus on the task.

The teacher then models the response as she directs "Touch square." Already an assumption is made that the child possesses the touching response. If touching behavior is not present in his repertoire of skills, then it becomes a sub-objective.

Attention to the relevant dimension of "square" must now be developed.

Initially, multidimensional cues are utilized in developing a hierarchy of responses which insure positive, successful experiences for the child.

A design for the process of discrimination must now be developed by the teacher. Use of three-dimensional, large, colored, novel, carefully-positioned, redundant cues tends to elicit a positive response. Analytical manipulation of the cues will maintain attention to "square". The initial pairing of "square" with a position-cued multi-dimensional junk stimulus represents a low-level task. As the similarity of relevant dimensions increases, the difficulty of the discriminative task increases.

For instance, the discrimination hierarchy may begin with the pairing of a large, red, wooden, textured square, placed near the child, with a small uncolored picture of a line, away from the learner. A higher level of discrimination would present a pair of identically placed pictures--a pencil-drawn square with a pencil-drawn pentagon. Removed are the cues of color, form, texture, size and position. The child must focus on the shape square.

Summary.

With this concept of the teacher as an engineer of instructional design, the responsibility for student learning rests with her ability to: set appropriate behavioral objectives; break down these objectives into prerequisite subcomponents; sequence the subobjectives in a hierarchy of tasks; effectively manipulate the variables to insure a positive response; and objectively evaluate the effectiveness of her lesson.

It is in the task analysis process that the true logic, skill, knowledge, ingenuity, creativity and excitement of teaching the handicapped preschooler expresses itself.

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TOILET TRAINING: TASK ANLAYSIS

Assumption: That the child is physically able to control the muscles involved.

In shaping the toileting behavior we break the task down in order to insure seccess for the child and opportunity for reward. This task breakdown moves from the last step in the sequence to the next-to-last, and so on. The following is a step by step routine for training. It should be noted that the untrained child should be taken to the bathroom frequently; especially after certain activities such as eating times, long walks, play time, nap time, and any other times when success is likely.

Step 1. Some children may need a reward for going into the bathroom or approaching the toilet without resistance.

Step 2. Once in the bathroom, assist the child in sitting on the toilet and reward him for sitting a few minutes, whether or not he performs. If, indeed, he does perform, reward him with praise or food or a combination as soon as evacuation occurs so that he becomes aware of the desired behavior. This, of course, means that you do not leave the child sitting on the toilet, because close observation and immediate reinforcement are vital in the training. While sitting opposite the child you may need to offer the child a reward such as a book or toy to establish sitting response.

Step 3. Now you want the child to seat himself. Accompany him to toilet and say, "Sit on the toilet, Mary." This will also be programmed so that the child understands your request and seats himself. In the early training sessions you will remain near, ready to reward performance of sitting quietly, and evacuation.

Step 4. The child is now aware of the desired behavior, is able to sit and performs successfully at least part of the time. You walk the child to the bathroom and begin programming for pulling down pants by decreasing your assistance as the child acquires skills of pulling down part way to completely. Unsnapping, unzipping or unbuckling are all skills which may need a great deal of training. Don't assume that because the child knows how to sit and what is required after sitting, that he can manipulate his clothing. He could wet his pants while trying frantically to unbuckle his belt!

Step 5. The child is able to pull down his pants, seat himself, perform; and now you program for manipulating the clothing after toileting. The closures of buttoning, zipping and buckling should be taught at other times during the day also, every day until the child acquires these skills. Reward all newly acquired skills as well as those just previously acquired. Note: To achieve the target toileting behavior more quickly, you may want a particular child to wear pants with elasticized waistbands only. This should only be necessary for the child with severe fine motor deficits.

Step 6. Go to the bathroom door with the child and wait. Reward his behavior; make a big deal out of his independent efforts. The child may still need immediate reinforcement as you approvingly observe these new skills. Flushing the toilet may become a reward.

Step 7. Program now for taking the child to the bathroom and leaving him with or without the door closed. Be observant and careful to praise the child on leaving the bathroom. You have gradually increased the distance between you and the child.

Step 8. The child should now be ready to indicate his need to you and to go unassisted to the bathroom. Reward him for initiating the toileting behavior.

Eventually the child will express his need to go to the bathroom when you are outside the school enviromnent, and he should be rewarded for this behavior. Should the child have an accident, change him as soon as you become aware of it so that he becomes accustomed to dry pants and uncomfortable with wet ones. The family should be working with you in this training and should be informed in writing of the precise skill being programmed and the precise techniques and language being used to keep the consistency between home and school.

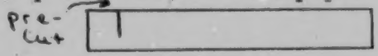
Keep accurate records on the dialy routine, the number of successes and the accidents; and if possible chart the success/accident behaviors. This will give you an accurate and graphic evaluation of your toileting program. Individual charts on the children being trained may be kept on a wall in the bathroom or some other location convenient for immediate recording.

CUTTING WITH SCISSORS

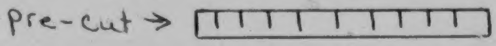
(Prerequisite skills: Use of tongs, pinching clothespins together)

Use of double scissors - to help child get the idea of "how to cut".

1. Take long strip of construction paper and partially cut through it.

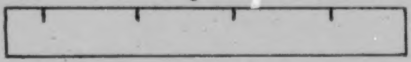


Take double scissors, teacher's fingers in outer holes, child's fingers in inner holes. Make one cut (1 closure of double scissors) and piece falls off strip. Tell child he cut paper and praise him!



Do this many times, so child gets lots of practice in cutting motion.

2. When child can do this consistently, have him make 2 cuts (2 closures of double scissors) and then pieces fall off strip.



Again, reinforce his learning how to cut. Teacher should begin to give less assistance in cutting motion so child learns to do it independently.

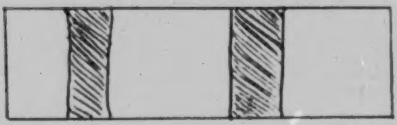
3. After lots of practice on step 2, increase to three cuts or closures of scissors to make piece fall off strip.
Move to primary scissors when you think child has mastered the cutting stroke and can make cuts consistently.

4. Go through Steps 1 - 3 again, using primary scissors. Child does the cutting independently. Teacher may help by holding the strip of paper for child while he makes the cuts.

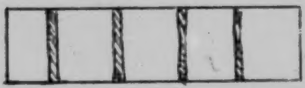
5. Then, have child learn to hold paper in one hand and cut with other.

6. Increase length of cuts till child can cut through whole piece of paper on his own.

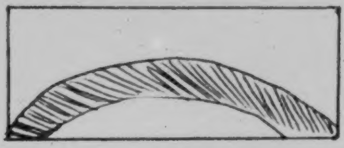
7. Draw a straight wide line with a magic marker to indicate where to cut. Show the child how to cut on the line. Then child has a turn to cut "on the line".



8. Decrease width of line slowly till child can cut approximately on a thick primary pencil line.



9. Now have child cut on very thick curved line drawn with a magic marker. Show him how to turn the paper around with the free hand.



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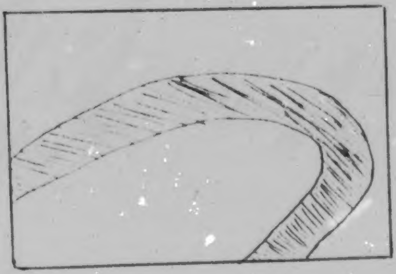

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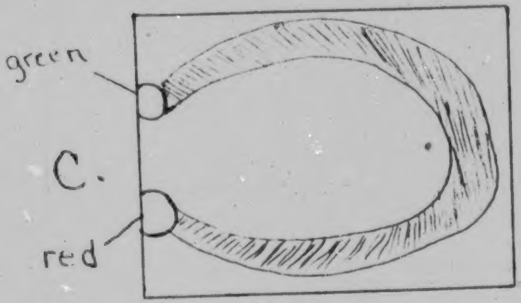


10. Decrease widths of curved lines gradually.

Give lots of practice cutting out magazine pictures.

P.S.: Have child put his "cuttings" in a plastic bag and take them home to show.

TASK ANALYSIS
OF
"NAME READING"

1. Objective: To be able to visually discriminate and touch child's printed name, when shown 5 names including his own.

2. Breakdown of objective--Sub-objectives:
   - Read name with no cues
   - Match name with name with cues
   - Touch and label name
   - Visually discriminate name from other names with cues
   - Match name to name with child's picture attached
   - Discriminate name from other names with no cues

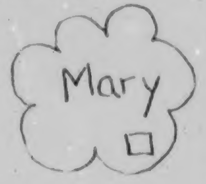
3. Sequencing of sub-objectives:
   - (1) Touch and label name
   - (2) Match name to name with child's picture attached (see example)
   - (3) Match name to name with cues
   - (4) Visually discriminate name from other names with cues
   - (5) Discriminate printed name with no cues
   - (6) Discriminate printed name from other names without cues

4. Manipulate variables:
   - Size
   - Color
   - Form
   - Novelty

5. Evaluate:

Choose a symbol for the child. Select something he likes--truck, wagon, doll, flower, etc. Have a different symbol for each child. Write child's name in middle of the flower, in black. (Use construction paper to make symbols.)

EXAMPLE:

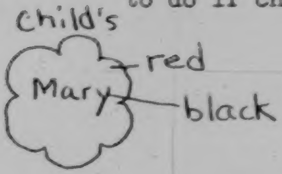


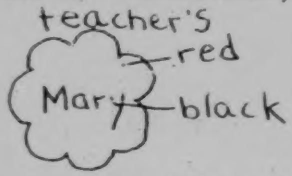
Cues:
- Form
- Color--Red
- Size--Big
- Novelty
- Picture
- Symbol

1. Attach a picture of child to the flower under her name. Teacher - "This says Mary." "Touch Mary." "What did you read?" "What does this say . . . Mary?"

Cues:
- Form
- Color
- Size
- Novelty
- Picture
- Symbol

2. Give child the flower like the flower above. The teacher has one too. The teacher labels the child's flower and says, "Put Mary on Mary." (Model how to do if child does not understand.)





Teacher--"Yes, you did it! This says Mary and you read Mary." Give lots of practice here.

Cues:
- Form
- Color
- Size
- Novelty
- Symbol

Cues Faded:
- Picture of Child

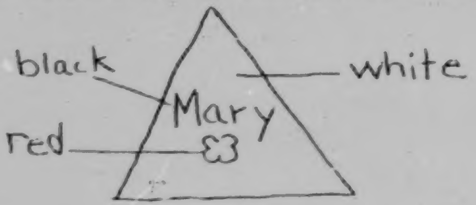
3. In this step, have child match his name and symbol to the appropriate name and symbol in a two object discrimination task. The teacher would have a red flower with Mary written on it and a blue truck with Fred written on it.

Same as above but using 2, then 3 other names and symbols.

Cues:
- Symbol
- Size of Symbol
- Color of Symbol

Cues Faded:
- Form
- Picture
- Novelty
- Color

4. Use another shape--circle, triangle, or puzzle-piece shape. Keep the color of the flower the same, red in this case.

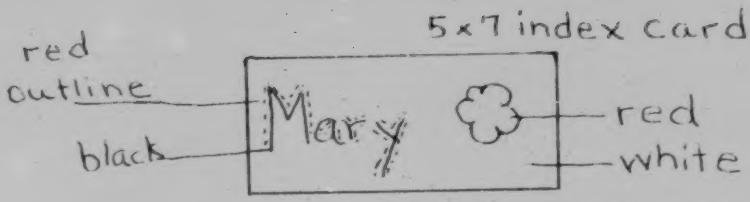


This enables the child to pick out his name because of his symbol. We have paired the name and the symbol. (This step may be broken down further by (1) Teacher labeling and modeling: "This says Mary." "Put Mary on Mary." (2) Matching the symbol.)

Cues:
- Symbol
- Color of Symbol
- Size of Symbol

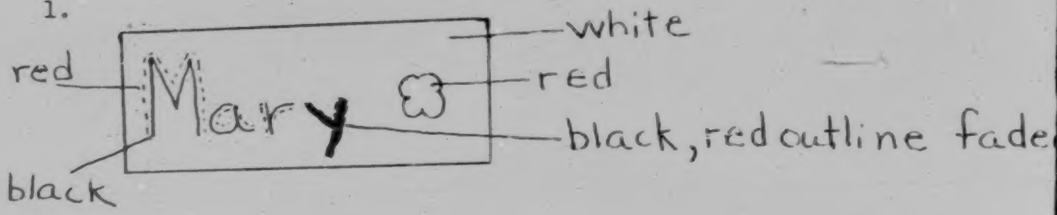
Cues Faded:
- Form
- Picture
- Novelty
- Color

5. Use another shape--5" X 7" index card. Color cue the child's name by outlining the black letters with red. The flower remains red.

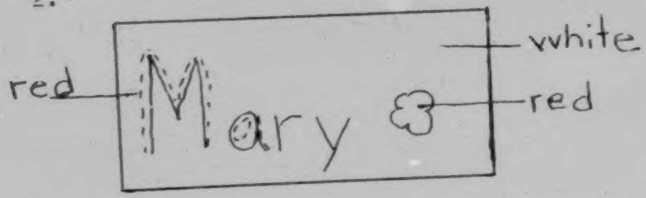

5 x 7 index card
red outline
black
Mary
red
white

a. Begin to fade out the red outline cues, starting with the last letter of the name. Continue to use the flower symbol but decrease its size gradually.

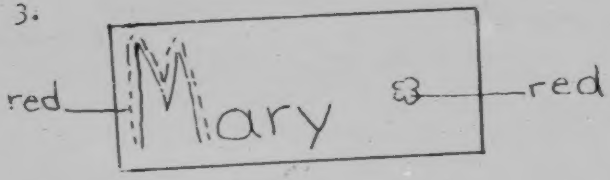
1.


white
red
Mary
red
black, red outline fade
black

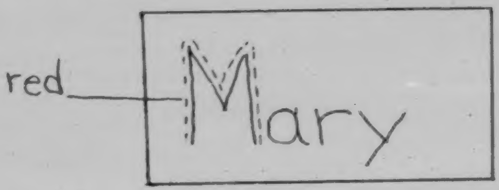
2.


white
red
Mary
red

3.


red
Mary
red

b. Then, have only the capital letter of the name cued with red and omit the flower or other symbol.



Cues:
None

6. Fade out the color cue of the first capital letter and have name in black.

Cues:
Faded all.

Mary

7. Have child discriminate his own printed name from printed names of other children without cues.

Use this method and apply the index cards on the following, which child sees and uses each day:

a. Place where child hangs coat.
b. Chair and/or desk.
c. Glasses used for snack and lunch (plastic).
d. Can which holds child's toothbrush and toothpaste.
e. Crayon box.

ERROR-FREE LEARNING

Learning Without Failure → Learning With Success + Learning Without "No" → Learning With Positive Approach = ERROR-FREE LEARNING

"Error-free Learning" is a unique method for learning and teaching. It is appropriate for all children, but most appropriate for children who are behind in acquiring appropriate age-level skills. The child in a day care center for handicapped children or the child who has been held back in Head Start for the second year, can profit most from "error-free learning".

Acquisition of skills for teaching in the "Error-free Learning" method requires planning and practice and evaluation. However, anyone can learn how!

Basic Principles

1. Isolate the concept.
2. Concrete ⟶ Abstract
3. Positive Reinforcement
4. Repetition
5. Short Learning Sessions
6. Get attention before present task

*7. Teacher's responsibility to have child succeed.

Four Specific Techniques:

MODELING
PROMPTING
CUEING
POSITIVE REINFORCEMENT

Unit: Body Parts

Today's Concept: "Nose"

Task #1: "Touch nose"

1. MODELING
   Teacher demonstrates what she wants child to do.

   Task ⟶ "touch nose"

   Example of modeling: Teacher would touch her own nose.

   The teacher is a model and demonstrates exactly what the child is expected to do.

2. PROMPTING
Teacher gives physical assistance in discriminating the appropriate response.

Task → "touch nose"

Child doesn't know what to do. He sits there. Or, child starts to touch his eyes.

Example of prompting: Teacher takes child's hand and fingers and puts finger on child's nose.

The teacher supplies the child with the answer by physically moving his hand and fingers to touch his nose.

3. CUEING
Teacher gives clue or hint to child as to the correct response. Some cues are: size, shape, position, number, proximity, junk stimuli, pointing with finger.

Task → "touch nose"

Example of cueing: Teacher makes a mask of construction paper and puts it over her face. The only cut out part of the mask is the hole for the nose.

Cues given by the teacher in this instance would be: position (of nose through mask over face); shape (of nose); size (of nose); color (of nose) and no other distracting drawing or holes in the mask.

4. POSITIVE REINFORCEMENT
That reward which follows a behavior and makes that behavior more likely to happen again.

Two types of positive reinforcement that all teachers can use:

Verbal	Non-Verbal
"Wow - great work!"	smile
"That's the way."	hug
"Good working."	handshake
"Just right!"	clapping
"I like the way you did that."	nodding of head
"What a smart girl!"	pat on back, shoulder, hand
"You're really getting big now."	wink
"I like the way you're sitting." (name appropriate behavior)	
"Good writing."	

CATCH THE CHILD BEING GOOD!

--by David G. Tinsley, student and John P. Ora, Assistant Professor,
Department of Psychology, George Peabody College for Teachers, Nashville,
Tenn.

Every day the classroom teacher faces a wide variety of behavior, from disruptive horseplay to outstanding work. In recent years, psychologists have studied the effects of teacher responses on pupil behavior. The results indicate that each teacher has a potent means of obtaining the behavior he desires. Most encouraging, the results have confirmed that to succeed in obtaining desirable behaviors from their students, most teachers need not learn any new responses, gimmicks, or tricks of the trade. They need learn only to alter systematically the timing of their usual basic response, attention, or "social reinforcement."

In various classroom settings, the social reinforcement technique has effectively modified the behavior of students ranging in age from three to eleven. Specifically, the technique has been used to increase such things as cooperative play, attention span, and studying and to reduce regressive crawling, crybaby outbursts, sulking, pestering other children, inappropriate talking, blurting out, making noises, and so on.

The initial step of the social reinforcement technique is to define the behavior to be modified. The term behavior indicates the focus of the technique; the procedure is designed to modify directly what people do that can be observed and measured. As behavior changes, attitudes and feelings probably will change also, but we cannot directly measure such internalized responses. The behavior must be defined in terms of observable overt responses and must be stated unambiguously.

To illustrate, if a teacher is concerned with general inappropriate behavior, he should list the different responses he considers inappropriate, such as "out of seat", defined perhaps as "ceases to touch chair." Then he is no longer concerned with a "bad child", but with reducing "number of times out of seat." Finally, he should adhere to the original definition at all times so that any change in recorded behavior will not be due to a change in definition.

Defined by what is observable, a behavior is easily measured. The most frequently used measure is a count of the number of times the behavior occurs in a specified length of time. For some behavior, the most appropriate measure is its duration in seconds within a specified time period. Graphs give the most meaningful respresentations of the measures.

Such objective measurement procedures are necessary and worth every bit of the time and energy they consume. Without them, the teacher is too easily influenced by his own feelings and moods or by an outstanding response or series of responses by a student. In short, objective measurements greatly reduce the subjective error in evaluating a child's behavior.

Daily measurements also afford the teacher frequent feedback on his application of the technique. If an observation session yields results substantially disparate from previous observations of that experimental stage, the teacher is alerted to the possibility of his misapplication of the technique or of the interference of some other factor with the results.

Once the teacher has defined the behavior and selected the method of measurement, he can obtain the current rate of the behavior. This rate is called the baseline. During the baseline stage, the teacher makes no change in his own behavior other than to record student behavior. He measures the target behavior by the predetermined method and compares its rate to that of all subsequent measurements. A baseline should contain enough observations to help the teacher decide whether or not changes of behavior during reinforcement are due to random fluctuations.

Giving attention to desired behaviors and ignoring undesired behaviors are the main elements of the social reinforcement technique. The teacher should select the attention to make the child feel praised, competent, or appreciated. A positive physical contact, like a pat on the back; friendly verbal interaction; and praise, such as "Very good," and "You're doing fine," are effective forms of attention. If these responses are awkward or disruptive in a situation, friendly facial expressions and hand gestures are the best alternatives. Smiling and giving the OK sign are examples of such responses.

Whatever its form, the positive attention should be given the child while he is still engaged in the desired behavior or immediately after he completes it. The teacher should place emphasis on "catching the child being good" (as researchers Madsen, Becker, and Thomas have expressed it). Even if the child has just previously misbehaved, any present appropriate behavior should be reinforced. The teacher who uses a variety of attentive behaviors in a spontaneous and warm manner will increase the effectiveness of the technique.

All schools of education support positive approaches to teaching, and most teachers practice them somewhat, but far from enough. Thus, in applying the social reinforcement technique, the first change in timing involves a large increase in the frequency and immediacy of positive teacher attention. The second involves the teacher's ignoring (directing his attention away from) "bad" behavior.

The idea of ignoring inappropriate behavior may seem inconsistent with common sense. However, recent studies indicate that reprimands maintain or even increase the rates of the very behaviors they are intended to eliminate. Further, a substantial body of evidence shows that physical punishment as applied in the school is an ineffective technique for controlling behavior. Hence the teacher's only practical alternative response to inappropriate behavior is to ignore it--not punitively and as if by deliberation--but by acting as if he is involved with other matters. The idea is to appear unaware of the presence of the misbehaving child. This is easy for the teacher who is occupied with praising other children's good behavior.

Initially, ignoring may lead to an increase in the "bad" behavior as the child tests the teacher. But, especially when others are being praised for doing as the teacher wishes, most children soon join in the race for teacher attention on the teacher's terms.

In summary, attending to and ignoring are used together. The teacher gives attention to the desired behaviors and ignores the undesired. The golden moment for reinforcement occurs whenever one child is indulging in a particular misbehavior at the same instant that his neighbor is indulging in its opposite.

Sometimes a student never or almost never gives the desired response. In such a case, the teacher must shape the behavior by successive approximations. This procedure calls for his initially giving attention to any first sign of the appropriate behavior. He then reinforces only those behaviors that are closer and closer approximations of the desired behavior. By this method the teacher moves the student from a weak starting point to the desired behavior. For example, to reinforce in-seat behavior in a child who is always up, first praise his being near the seat.

For a variety of reasons, when shaping a response to a broad class of stimuli, it may be best to reinforce responses to just one stimulus. After the response to this stimulus increases to the desired level, the teacher can generalize the response to other stimuli by introducing them as he continues to reinforce.

To illustrate, suppose that the desired behavior were an increase in cooperative play for a boy of a minority group. If the boy felt less shy toward members of his own sex group, the teacher initially would increase his responses to these members by praising his approaches until he acquired the cooperative play response. Once this response was well-established, the teacher would generalize it to the other groups in the class by gradually introducing members from those groups into the group the boy approached.

In shaping behavior, it is usually desirable to begin by reinforcing as many of the child's appropriate behaviors as possible. Because the teacher has so many other demands on his attention, he probably will not be able to reinforce every appropriate response. Nonetheless, during behavior shaping, the child is likely to receive an undue share of attention temporarily.

To maintain the behavior, the teacher can decrease the frequency of reinforcement or, in technical terms, make it more intermittent. There is nothing fancy about this procedure; the crucial point is simply to decrease the frequency very gradually. If you have been praising a child every time he has done an arithmetic problem, as soon as he works steadily, you should drop first to praising four out of five instances, then to three out of five, and so on, watching your graph to be sure that the number of correct problems does not decline markedly. Continue to decrease the frequency of reinforcement until the child works throughout the period. Perhaps your sole reinforcement would be to stand with your hand on the child's shoulder once or twice while you survey the class and check his work. Intermittent reinforcement not only results in a response that is more easily controlled, but also in one that is much more durable.

In several studies, the social reinforcement technique has been successfully applied to an entire class. This implies that the technique could be used as a general way of handling classes--praise and attention for desired behavior and none for the undesired. Indications are that, generally, the more praise the better, as long as it follows appropriate behavior.

For a general, everyday group approach, the teacher would not have to collect data. With an individual or a group that continued to misbehave or failed to perform well in some respect, the teacher could apply the technique more systematically.

The above experimentally verified principles go against much of the lore of the teacher's lounge. Their application also requires some faith and some patience. Reprimanding a child stops his misbehavior promptly, even if only for a little while. That is obvious, and reinforcing to the teacher. Ignoring the child's bad behavior and, above all, praising behavior that our culture says he "should" produce without thanks have effects that are not so obvious and that with some children might appear impossible.

As procedures, praise and ignoring take longer. This can cause impatience. But in the long run, the positive social reinforcement technique can turn the teacher's original dream of motivation into reality.

THE UNIT APPROACH

INTRODUCTION TO THE UNIT APPROACH

A curriculum guide is a tool designed for the teacher to use in planning meaningful activities for learning. It is just that -- a guide; not a recipe book containing all the steps in the cooking (teaching) process. To use the curriculum guide as it is intended, it is necessary that individualization and adaptation of activities, breakdown of learning tasks and correlation of activities be provided by the teacher, based upon the skills of the children. Specific techniques such as modeling, prompting and cueing are essential in planning and carrying out the teaching activities suggested. However, your creativity and knowledge of the children with whom you work will complete the framework contained in this guide.

In addition to individual lessons, a unit approach is advocated, because all children need to learn certain information about themselves and their world. The objective of the unit approach is to help the teacher teach these basic facts, skills and abilities.

This curriculum guide is divided into six areas of skill development: (1) fine motor; (2) gross motor; (3) social; (4) self-help; (5) language; and (6) cognitive. Every teacher will want her curriculum to include each area. However, inclusion of each area is not enough. Through random and haphazard teaching, these six areas can be included in any educational program. What a good teacher wants is a systematic and thorough procedure for teaching specific skills in each area according to her assessment of each child and his level of functioning.

How is this done? Through the use of the Learning Accomplishment Profile, informal observation, parental reports, and preschool tests, such as the Cooperative Preschool Inventory, each child's existing skills can be determined. From there, individual goals for learning should be formulated and written in each of the six areas of development for each child. (Refer to the LAP - Assessment section.) These goals or instructional objectives might look something like Susan's:

Objectives for Susan - March - may, 1972

Receptive Language

1. To be able to demonstrate an understanding of the words stop, up, down, fast, slow.
2. To understand the idea of taking a trip by telling what is involved: packing clothes, traveling to place and returning home.

Expressive Language

1. Give full name upon request; first and last.
2. To tell action in pictures.
3. To be able to whisper.
4. To say a nursery rhyme.

Gross Motor

1. Stability of trunk muscles.
2. Stability of arm and shoulder muscles.
3. Stability of gross movements and balance.
4. Pedal trike.
5. Walk, instead of running, to carry out requests.

Fine Motor

1. Finger plays and touching of fingertips to thumb.
2. Hold magic marker and crayon with an approximate pincer grasp.
3. Put small pegs in peg board.
4. Tear paper and bits of clay off a hunk using a pincer grasp.
5. See folder for other activities which will be worked on.

Self Help

1. To put on and remove cap and hang it up.
2. To hang up coat by collar.
3. To push button through hole to unbutton.
4. To verbalize toilet needs.

Cognitive

1. To be able to name colors - red, purple, yellow, blue, brown.

Cognitive (cont'd.)

2. To associate the numeral 1 with an object or picture of one.
3. To count two objects and two pictures of objects.
4. To match pictures of animals that are alike - (lotto).
5. To demonstrate difference between past and present, using yesterday, last week and today as measures.

Writing

1. Horizontal path tracing - with paint brush, chalk on board, tempera.
2. Vertical path tracing - with paint with water, chalk on board, tempera, magic marker and pencil.
3. To make a V stroke - with sand, fingerpaint, paint with water.

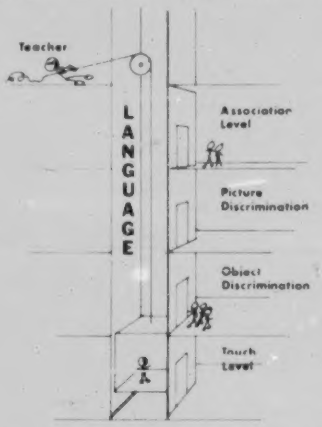
Social

1. To talk to strangers - say "hi" upon request and "bye" upon request.
2. To keep fingers out of mouth.
3. To say "thank you" when given something, without prompting.
4. To not put things found on floor into mouth.

The functional levels of the children and the specific instructional objectives set will determine the choice of activities within this guide. The teacher is provided with several options within each activity time. Therefore, the teacher's selectivity lies in the understanding of individual differences so that she may plan for adaptation of equipment, materials and teaching procedures, based upon the knowledge and assessment of her children's skills.

As you will discover, the Unit Group Lessons are based on the topic for the week. For example, when studying a unit on Garden Tools, Monday's Unit Group Lesson might be on "Hoe". Also note the way in which all activities during the day center around "hoe". Research data shows that repetition and a variety of experiences with a concept or object influence learning. The correlation of all activities around the concept in the group lesson is a major emphasis within the curriculum guide.

Within the Unit Group Lesson children respond on their individual levels. One child may be on the "touch" level while another may be on the "picture discrimination" level. The objective for each child is to move sequentially from his entering response level to the next higher skill level. He will continue to proceed to the next higher level task or skill in each developmental area. (Refer to the curriculum section of the LAP.)



The following Hierarchy of Basic Skills to be Learned in the Group Lesson is suggested in planning meaningful, individualized lessons. The children will not all enter at the same level, nor will they proceed at the same rate to higher levels. They will not all reach the same level of achievement in the end.

A Hierarchy of Basic Skills to be Learned in the Group Lesson

Unit on Musical Instruments.

Monday - Unit Group Lesson "Drum"

(1) Oral Language Response: "This is a drum," says the teacher. Child responds
  a. Sounds approximating word.
  b. One word - "drum".
  c. Two words - "a drum"; "see drum".
  d. Three words - "See a drum."
  e. Whole sentence - "I see a drum."

Emphasize language responses within each step below. Ask every chance you get, "What did you touch?" "Tell me what you found."

(2) Touch Response; "Touch the drum."

(3) Matching Responses - Using concrete objects and pictures: "Put the drum on the drum." (Use concrete objects first and later progress to flannel board cut-outs, pictures and abstract representations.)

(4) Concrete Object Discrimination: Shown five real objects (including a drum) child is asked, "Show me the drum." "Where is the drum?"

(5) Picture Discrimination: Shown five pictures, including a drum, child is asked to "Find the drum." "Find the picture of drum."

(6) Tactile Discrimination: Using a "feely box" or bag, child reaches in with hand and touches each object and finds the drum. He is not allowed to use his eyes in discriminating the "drum" from other objects. "Try and find the drum using your hands."

(7) Sound Discrimination: Play the drum; then have child listen to musical sounds and be able to discriminate drum sound from other sounds. "When you hear the drum, raise your hand." "When you hear the drum, clap your hands."

(8) Closure (to be able to see a whole, when shown only a part): Shown a partially covered picture of a drum, children tell you what it is. "Look carefully; guess what this is."

(9) Object Function: "Show me what we do with the drum." "Tell me what we do with the drum."

(10) Association Skills: Things that go with the drum. Given a spoon, two wooden sticks, a napkin, etc., say "Show me what goes with the drum."

(11) Classification Skills: To what category or class of things does drum belong. "Is the drum a tool, musical instrument, or something we clean with?" Shown flannel board cutouts of toys, clothes or musical instruemnts, put the drum (cut out) with the right family.

(12) Abstract Reasoning: Cause and effect relationships. "What would happen if?" "What do you think might happen next?" Example: "If I hit the top of the drum as hard as I could with my hand, what might happen?"

Language skills should be emphasized at each and every step.

Remember to:

(1) Expect verbal responses always. Accept approximations to the word or words and later build whole words and sentences.

(2) Ask a question which requires a response on the child's individual level and which requires more than a "yes" or " no" answer.

(3) Model the desired response when necessary.

(4) Build sentences by further describing the concept. For example:
Concept: ball
After the one word "ball" is clearly established in the child's repertoire of words, add
"a ball"
"is a ball"
"This is a ball."
"I see a ball."
"I see a ____________(big, red or green, etc.) ball."

(5) Gradually, add a little more to your expectations for each child's responses.

One child may need to move sequentially from imitating a one - word response to being able to answer "What is this?" Another child may enter the process at a higher level: being able to say phrases," and proceed from there to responding with complex sentences.

There are many more similarities than differences between educating the normal and the handicapped child. We have not dwelt much on the differences, because we believe that the educational goals should be the same. Although the educational needs of the normal and handicapped child may differ in terms of equipment, teaching techniques and teaching strategies, the overall goal of developing and increasing each child's potential is common to both.

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FORTY-FOUR UNITS

POINTS TO REMEMBER

1. SMALL GROUPS OF SIX TO EIGHT CHILDREN WORK BEST ALWAYS.

2. WHEN MORE THAN ONE ACTIVITY IS SUGGESTED FOR ANY AREA SUCH AS MUSIC OR GAMES, CHOOSE THE ONE YOU LIKE BEST.

3. YOU WILL ALREADY KNOW THE TUNES TO THE SONGS SUGGESTED.

4. YOU NEED NO MUSICAL ABILITY.

5. MATERIALS SUGGESTED ARE READILY AVAILABLE.

6. ACTIVITIES ARE SIMPLE AND DO NOT REQUIRE A LOT OF PREPARATION.

7. THIS MANUAL FACILITATES USE OF THE LEARNING ACCOMPLISHMENT PROFILE.

1

UNIT - BODY PARTS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - HEAD

A. Unit Group Lesson - See LAP, page 67.

(Locate Own) 1. Children will touch their own head upon teacher's request. "Touch (child's) head."

(Discriminate from Others 2. Children will touch teacher's head upon teacher's request, "touch teacher's head".

(Locate on Doll) 3. Children will touch doll's head upon teacher's request, "touch the doll's head".

(Discriminate Picture) 4. Children will discriminate picture of head from picture of another body part and then from two other pictures. Teacher may request, "touch the head" or "find the head".

(Figure Ground) 5. Children will find the head on the picture of a child's body upon teacher's request of "find the head".

(Associate) 6. Children will choose from two, then three articles of clothing, the appropriate article for a head. Example: children choose from a hat and a sweater. They will then choose from a hat, a sweater, and a shoe. Alternate hat with scarf, ski hat, rain bonnet, etc. Teacher will ask "what do you wear on your head?" Child will respond, "hat" or "a hat".

(Closure) 7. Upon teacher's question, "what is missing?" and teacher's presentation of a picture of a child's body without a head, children will either gesture or verbalize "head" or "a head".

(Verbalize "What is This?") 8. Children will be asked to verbalize or approximate verbalizations on each task.

B. Music

1. Song--sung to the tune of "Here We Go Round the Mulberry Bush".

Verse 1--This is the way I touch my head, touch my head
touch my head,
This is the way I touch my head,
I touch (child's) head.
Verse 2--This is the way I pat my head
Verse 3--This is the way I shake my head
Verse 4--This is the way I wash my head

Pantomime "touch my head". On the last line the teacher touches a child's head and the group sings the child's name.

2. Song--"If You're Happy and You Know It".
   Verse 1--If you're happy and you know it, touch your head.
   If you're happy and you know it, touch your head.
   If you're happy and you know it,
   Then your face will surely show it;
   If you're happy and you know it, touch your head.
   Verse 2--If you're happy and you know it, pat your head.
   Verse 3--If you're happy and you know it, shake your head.
3. Records:
   a. "Music for the 1's and 2's"--Tom Glazer, songs include "Where Are Your Eyes?", "What Does Baby Hear?" and "Clap Hands". (Children's Music Center, EC2)
   b. "Getting to Know Myself"--Hap Palmer, songs about body awareness and body identification. (Children's Music Center)
   c. "Simplified Folk Songs--Special Ed. Grades K-3"--Hap Palmer. (Children's Music Center)

C. Art
1. Teacher pastes precut bodies from Sears catalog on construction paper. The children paste the heads onto the bodies.
2. See art #1. Using same technique have children paste animal heads on animal bodies.
3. Make a collage, either as a group or individual project. Teacher supplies cut out heads of various sizes. Children paste on construction paper or poster board.

D. Games
1. Put together a Mr. Potato Head.
2. "Pin the Head on the Girl" (boy, dog, cat, etc.) Use blindfold, if appropriate.
3. "Touch the Head." Have a child close his eyes (or use a blindfold). Let the child touch another child's head. Then, let him guess which child it is.

E. Fine Motor
1. See art #1, 2, and 3 and games #1.
2. Using clay or play dough, have the child make a head (a ball) for a body the teacher has made.
3. Sewing Card: draw a picture of a head with all facial features on a piece of cardboard. Punch holes on head where the hair would be. Have the children "sew" the hair on the head.

F. Storytelling and Fingerplays
1. Fingerplay: "Who Feels Happy"
   Who feels happy, who feels gay? (Follow action
   All who do clap their hands this way. as rhyme indicates.)
   Who feels happy, who feels gay?
   All who do nod their heads this way.
   Who feels happy, who feels gay?
   All who do scratch their nose this way.
2. Book: Chicken Little
3. Fingerplay: "Knock at the Door"

Knock at the door,	Forehead
Peep in,	Peer through circled thumbs and forefingers

Turn the latch,	Twist nose
Walk in.	Pretend to put finger in mouth.

G. Reasoning
   1. Provide a teacher-made picture of a child with two heads. Discuss picture. Count heads on picture and head on child. Review concept of "one" and "two".

TUESDAY - EYES

A. Unit Group Lesson - See LAP, page 67.
   1. Refer to group lesson on head for model of tasks and responses. Include in the lesson the following:

(Function) 9. Upon teacher's question, "what do you see with?" the children will either gesture or verbalize "eyes" or "my eyes" or "I see with my eyes". Require verbalization from each child on his particular level.

B. Music
   1. Song--"Put Your Finger on Your Eye"

C C FF F F F E F G
Verse 1--Put your finger on your eye, on your eye.
C C GG G G G F G A
Put your finger on your eye, on your eye.
A A BB B B E A A GG
Put your finger on your eye, put your finger
G F E
on your eye,
G G GG G F E D E F
Put your finger on your eye, on your eye.
Verse 2--Put your finger on your head, on your head. (review)

   2. Song--"Close Your Eyes"--sung to the tune of "Thumbkin".

Verse 1--Close your eyes, close your eyes, (teacher points to children)
Just like me, Just like me. (teacher points to own eyes)
Now you can open them.
Now you can open them.
Look around, look around. (teacher looks around)

   3. See Monday B. music #1.

Verse 1--This is the way I touch my eyes
Verse 2--This is the way I rub my eyes
Verse 3--This is the way I blink my eyes
Verse 4--This is the way I close my eyes

C. Art
   1. Children paste pictures of eyes on outline of head and outline of body. Teacher should supply outlines and eyes. Identifying facial pictures may be drawn on head to help placement of eyes, if necessary.
   2. Teacher helps children make glasses from pipe cleaners.
   3. Children draw eyes on a blank face. This can be done in sand, on chalkboard, with paint, or crayons and paper.

D. Games
1. Puzzle: make a cardboard puzzle of a face. Either draw a face or use a large picture or photograph. Cut out eyes to be inserted.
2. "What Do You See". Put small objects one at a time under a shoe box. Let child look at for a few seconds. Cover it up. Ask child "what did you see?" Child responds, "block", "a block" or "I saw a block".
3. Simon Says--Simon says, "look up", "look down", look all around".

E. Fine Motor
1. See art #1 and #3.
2. See games #1 and #3.
3. Look through binoculars, dark glasses, and kaleidoscope. Teacher asks children what they see.

F. Storytelling
1. Book: Look at Your Eyes, Paul Showers.
2. Flannel Board: tell a story using the Instructo #284 flannel board kit--"My Face and My Body". (ABC School Supply, Inc., P.O. Box 13084, Atlanta, Ga. 30324) Or, make body parts from felt. Leave flannel board out so children may make their own stories during free time.

G. Reasoning
1. Provide a teacher-made picture of a person with three eyes. Discuss. Count eyes on child and on picture.

WEDNESDAY - NOSE

A. Unit Group Lesson - See LAP, page 67.
1. Refer to group lesson on head for model of tasks and responses. Include in the lesson the following:

(Function) 9. Upon teacher's question, "what do you smell with?" the children will either gesture or verbalize "nose". Require "a nose", or "I smell with my nose" verbalization from each child on his particular level.

B. Music
1. See Monday B. music #1.
Verse 1--This is the way I touch my nose
Verse 2--This is the way I scratch my nose
Verse 3--This is the way I wipe my nose
2. See Tuesday B. music #1.
Verse 1--Put your finger on your nose, on your nose.
3. Song--"My Little Nose Goes Wiggle, Wiggle, Wiggle"--sung to the tune of "This Is the Way We Wash Our Clothes".
Verse 1--My little nose goes wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle,
My little nose goes wiggle, wiggle, wiggle,
Wiggle, wiggle, wiggle.

Verse 2--My little eyes go blink, blink, blink (review)
Verse 3--My little head goes up and down (review)

C. Art
1. Children draw a nose on a blank face or a face with two eyes and a mouth.
2. Children paste a nose on a blank face or a face with two eyes and a mouth.
3. Make a nose collage. Use people and animal nose pictures. Get pictures from Sear's, Penney's, Ward's, and Spiegel catalogs.

D. Games
1. Rub noses.
2. Smell different odors. Prepare pairs of medicine bottles with alcohol, coffee, tobacco, dried onions, cloves, etc. Have child match "same". (Olfactory discrimination)
3. Wipe cleansing cream off nose with Kleenex. Use mirror.

E. Fine Motor
1. See art #1 and #2.
2. Learn to wipe nose.
3. Have children draw the missing part on the picture from "Body Concept Ditto Masters". (D.L.M., 3505 N. Ashland Ave., Chicago, Ill. 60657) Or, make a ditto master of a face. Let children draw in missing part.

F. Storytelling
1. Fingerplay: See Monday F. storytelling #2.
2. Flannel Board: Tell story of a little girl walking home from school. She smells flowers, hears birds, and sees a friend. It makes her very happy. She comes home and tells her mother what she smelled, heard, and saw. Use felt cut-outs of school, girl, mother, flowers, bird, and a boy to illustrate story.

G. Field Trip
1. On a nature hike smell the flowers, trees, air, etc. Try to have hike at a time when many plants are in bloom.
2. Go to a bakery (or grocery store with a bakery). Smell the bread baking. In a grocery store smell the produce section and coffee section.

THURSDAY - MOUTH

A. Unit Group Lesson - See LAP, page 67.
1. Refer to group lesson on head for model of tasks and responses. Include in the lesson the following:

(Function) 9. Upon teacher's question, "what do you talk (eat) with?" the children will either gesture or verbalize "mouth", "my mouth", "a mouth" or "I eat with my mouth". Require verbalizations from each child on his particular level.

B. Music
  1. See Tuesday B. music #1.
     Verse 1--Put your finger on your mouth, on your mouth
  2. See Monday B. music #2.
     Verse 1--If you're happy and you know it, open your mouth
  3. See Tuesday B. music #2.
     Verse 1--Open your mouth, open your mouth,
     Just like me, just like me.
     Now you can close it,
     Now you can close it,
     Close it tight, close it tight.

C. Art
  1. Paste a mouth on outline of a head and on a picture of a head.
  2. Draw a mouth on a face with two eyes and a nose.

D. Games
  1. Put lipstick on child or doll. Have child make lip imprint on paper.
  2. Lotto Game: prepare a poster with pictures of various body parts and cards with the same pictures. Ask child to identify picture on card. Then, have child put the card on the poster. Variation: using the same poster, prepare cards with pictures that relate to that body part, i.e., eyes and eye glasses, head and hat, mouth and popsicle.

E. Fine Motor
  1. See art #1 and #2.
  2. Blow bubbles with straws in soapy water.
  3. Blow out candles.

F. Storytelling
  1. Tell a story about a little boy whose mouth would not smile. Use pictures from magazines or flannel board cut-outs to illustrate.
  2. Tell a story about the whale with the big mouth.

G. Snack
  1. During snack talk about eating and talking with our mouths. Chew fast and slow. Mention that we kiss with our mouths (or lips). Have children try to eat without opening mouth.

FRIDAY - HAIR

A. Unit Group Lesson - See LAP, page 67.
  1. Refer to group lesson on head for model of tasks and responses. Include in the lesson the following:

(Function) 9. Upon teacher's question, "what do you brush (comb)?" the children will either gesture or verbalize "hair", "my hair" or "I comb my hair". Require verbalization from each child on his particular level.

B. Music
   1. See Monday B. music #1.
      Verse 1--This is the way I touch my hair
      Verse 2--This is the way I brush my hair
      Verse 3--This is the way I comb my hair
   2. See Tuesday B. music #1.
      Verse 1--Put your finger on your hair, on your hair
   3. See Tuesday B. music #2.
      Verse 1--Comb your hair, comb your hair (pantomime)
      Just like me, just like me (pantomime)
      Maureen's hair is pretty (touch child's hair)
      Maureen's hair is pretty
      So is (child's) (touch child's hair)
      So is (child's)

C. Art
   1. Paste cotton or yarn hair on picture of head.
   2. Paste boy's hair and girl's hair on boy's body and girl's body. Use either large pictures or teacher-made construction paper figures.
   3. Paste spaghetti (straight hair), noodles, curled noodles (curly hair), etc. on a bald head with a face. Have children describe the hair on the head.

D. Games
   1. Play beauty parlor and barber shop.
   2. Shampoo and comb doll's hair.
   3. Try on different wigs and hair pieces.

E. Fine Motor
   1. See art #1 and #2.
   2. Brush and comb hair. Let children brush teacher's hair and each other's hair.
   3. See Appendix II for example of path tracing.
      Take girl to hairbrush.
      Take boy to comb.

F. Storytelling
   1. Book: Straight Hair, Curly Hair, Augusta Goldin.
   2. Tell a story about three boys who had red, black, and blond hair. Relate to children in class.
   3. Tell a story about a girl's ponytails and pigtails. Illustrate with magazine pictures. Relate to children in class.

G. Field Trip
   1. Visit a beauty parlor and/or barber shop.

UNIT - BODY PARTS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - EARS

A. Unit Group Lesson - see LAP, page 67.

(Locate own)	1.	Children will touch their own ears upon teacher's request, "Touch (child's) ears."
(Discriminate from other's)	2.	Children will touch other person's ears upon teacher's request, "Touch teacher's ears."
(Locate on doll)	3.	Children will touch doll's ears upon teacher's request, "Touch doll's ears."
(Discriminate picture)	4.	Children will discriminate picture of ears from another picture of a body part and then from two other pictures. Teacher may request, "Touch the ear" or "Find the ear."
(Figure Ground)	5.	Children will find the ear on the picture of a child's face and a child's body upon teacher's request of "Find the ear." Teacher may also ask, "What did you find?"
(Associate)	6.	Children will choose from two, then three articles of clothing the appropriate article for ears. Example: children choose from earmuffs and gloves. Then they choose from earmuffs, gloves, and socks. Teacher will ask, "What do you wear on your ears?" Child will respond, "earmuffs" or "I wear earmuffs."
(Function)	7.	Upon teacher's question, "What do you hear with?" the children will either gesture or verbalize "ears", "my ears", or "I hear with my ears."
(Closure)	8.	Upon teacher's question "What is missing?" and teacher's presentation of picture of a head without ears, children will either gesture or verbalize "ears", "the ears", or "the ears are missing."
(Verbalize: "What is this?")	9.	Children will be asked to verbalize or approximate verbalization on each task.

B. Music

1. Song: "Put Your Finger on Your Ear"
   See Tuesday - B. music #1.

2. Song: "If You're Happy and You Know It"
   Verse 1: If you're happy and you know it,
   touch your ear . . . . .
3. Song: "Put Your Finger on Your Ear, on Your Ear"
   Sung to tune of "If You're Happy and You Know It"
   Put your finger on your ear, on your ear.
   Put your finger on your ear, on your ear.
   Put your finger on your ear
   Put your finger on your ear,
   Put your finger on your ear, on your ear.

C. Art
   1. Teacher cuts out ears and the children paste them on face (head) and/or body outline.
   2. Children paste animal ears on the appropriate part of the animal.
   3. Children make an ear collage by pasting various ears (shapes, sizes) on construction paper.

D. Games
   1. Children will identify taped sounds of telephone, car horn, teacher's voice, dog barking, T.V. set, child's mother, etc. by touching correct picture of source of sound.
   2. Place three rhythm instruments in front of children. Children close their eyes while teacher plays one. Child is asked to touch the instrument played.
   3. Have children listen to transistor radio with an ear plug, try on earrings, and talk on telephone. Teacher may ask, "What do you hear?" "What is on your ears?"

E. Fine Motor
   1. See C. art #1, #2, and #3.
   2. For examples of Path Tracing, see Appendix II. Take ear to telephone.

F. Storytelling
   1. Tell a story about a boy with an earache. He visits the doctor. Use pictures to illustrate. Ask children if they have had an earache.
   2. Tell a story about a girl and her seashell. Bring a large shell for children to hold up to their ears and listen. Use pictures to illustrate.

TUESDAY - ARM

A. Unit Group Lesson - see LAP, page 68.
   1. Refer to Monday Unit Group Lesson on ears for model of tasks and responses. Require verbalization from each child on his particular level.
   2. Include in #7 (Function) such movements as swinging, folding, and waving arms.

B. Music
   1. Song: "My Arms Are Starting to Wiggle"
      Sung to tune of "The Bear Went Over the Mountain"
      Verse 1: My arms are beginning to wiggle,
      My arms are beginning to wiggle,
      My arms are beginning to wiggle,
      Tra-la-la-la-la
   2. Song: "Hokey Pokey"
      I put my arm in,
      I take my arm out,
      I put my arm in,
      And I shake it all about.
      I do the hokey pokey (swing hips from side to side)
      And turn myself around,
      And that's what it's all about.
   3. Song: "Arms Swing Back and Forth"
      Sung to tune of "Did You Ever See a Lassie?"
      Verse 1: Can you swing your arms, your arms, your arms,
      Can you swing your arms, back and forth.
      Swing 'em this way,
      Swing 'em that way,
      Swing 'em this way,
      Swing 'em that way,
      Can you swing your arms back and forth?
      Verse 2: Can you wave your arms . . . .

C. Art
   1. Children string macaroni for bracelets for their arms.
   2. Children paste picture of watch on a picture of an arm.
   3. Teacher traces child's arm on paper. Have children color arm and draw a watch (circle with two straight lines) on arm.

D. Games
   1. Simon Says: "Wave arms, shake arms, pat arms, raise arms up, put arms down."
   2. Arm wrestle.
   3. "What's missing?" Using a flannel board and cutouts, ask children what is missing from an incomplete body.

E. Fine Motor
   1. Put together DLM Body Puzzle. Include only trunk, arms, hands and fingers, and head.
   2. Have child trace another child's arm. Use a large crayon or felt tip marker.

F. Storytelling and Fingerplay
   1. Fingerplay: "Fold Your Arms Like Me"
      Verse 1: Roll your hands, roll your hands,
      As slowly, as slowly, as slow can
      Then fold your arms like me.

Verse 2: Roll your hands, roll your hands,
As fast, as fast, as fast can be.
Then fold your arms like me.

Verse 3: Clap your hands, clap your hands,
As loudly, as loudly, as loud can be.
Then fold your arms like me.

NOTE: Do motions as words suggest.

WEDNESDAY - HAND AND FINGERS

A. Unit Group Lesson - see LAP, page 67.
   1. Refer to Monday Unit Group Lesson on ears for model of tasks and responses. Require verbalizations from each child on his particular level. Two separate lessons may be needed for hand and fingers, depending on the levels of the children.
   2. Include in #7 (Function) such movements as shaking hands and waving good-bye. Also include dialing the telephone, pointing, scratching, etc., as examples of function of the fingers.

B. Music
   1. Song: "My Little Hands Go Clap, Clap, Clap"
      Verse 1: C F F F A C A P
      My little hands go clap, clap, clap,
      G F C
      Clap, clap, clap,
      C A F
      Clap, clap, clap
      C F F F A C A F
      My little hands go clap, clap, clap,
      G C F
      Clap, clap, clap.
      Verse 2: My little fingers go wiggle, wiggle, wiggle . . . .
   2. Song: "My Fingers are Starting to Wiggle"
      Sung to tune of "The Bear Went Over the Mountain"
      Verse 1: My fingers are starting to wiggle,
      My fingers are starting to wiggle,
      My fingers are starting to wiggle,
      Tra-la-la-la-la-la
      Verse 2: My hands are starting to wiggle . . . .
   3. See Tuesday, B. music #2 (substitute hand for arm)
      Verse 1: I put my hand in . . . . . .

C. Art
   1. Children make hand prints in tempera paint on paper or in plaster of paris.
   2. Teacher or children trace hand. Color fingernails and rings on handprint.
   3. Children make rings of colored pipe cleaners. Teacher helps children if needed.

D. Games

1. Paint fingernails using tempera paint in fingernail polish bottles.
2. Use slide projector for hand shadows.
3. Child reaches under curtain to discriminate hand from foot of friend on other side. "Find hand." "What do you find?" Child may respond, "hand", "a hand", "I found a hand."

E. Fine Motor

1. Put mittens on hand. See F. storytelling #2.
2. Assemble cardboard puzzle of hand.
3. Try on rings and bracelets.

F. Storytelling

1. Fingerplay: "Friendly Fingers"

   Wiggle your fingers.
   Waggle your fingers. (wiggle fingers)
   Shake your fingers. (shake fingers)
   Stretch them out and
   touch a friend. (stretch out hands)
   And he'll be glad,
   I know. (clap hands)

2. Fingerplay: "Mittens"

   Slide your finger into the wide part, (heel right hand forward)
   Make your thumb stand alone and tall. (palm and finger together, thumb apart)
   When you put your mittens on,
   You can't feel cold at all. (slide left hand over grouped fingers and then over thumb)

   NOTE: children may need to have a real mitten.

3. Fingerplay: "Open, Shut Them"

   Open, shut them.
   Open, shut them.
   Give your hands a clap.
   Open, shut them.
   Open, shut them.
   Fold them in your lap.
   Creep them, creep them,
   Creep them, creep them,
   Up your little chin.
   Open wide your little mouth,
   But do not let them in.

   NOTE: make fingers follow the direction of the rhyme.

4. Fingerplay: "Right Hand, Left Hand"

   This is my right hand;
   I'll raise it up high,
   This is my left hand;
   I'll touch the sky.
   Right hand, left hand,
   Roll them around.
   Left hand, right hand,
   Pound, pound, pound.

   NOTE: raise hands as mentioned and do as verse says.

5. See Tuesday - F. storytelling #1.

G. Snack
  1. Make hand sugar cookies. Trace around child's hand with a knife. During snack make joke about cookies - "You're eating your fingers!"

THURSDAY - LEG

A. Unit Group Lesson - see LAP, page 68.
  1. Refer to Monday Unit Group Lesson on ears for model of tasks and responses. Require verbalizations from each child on his particular level.
  2. Include in #7 (Function) such movements as running, walking, hopping, jumping, etc.

B. Music
  1. Song: See Tuesday, B. music #1.
     Verse 1: My legs are beginning to wiggle . . . . .
  2. Song: See Tuesday, B. music #2.
     Verse 1: I put my leg in . . . .
  3. Song: "My Legs"
     Sung to tune of "Oh, Dear, What Can the Matter Be?"

Verse 1: See, see, see my legs walk,
See, see, see my legs walk,
See, see, see my legs walk,
They walk as slow (or fast) as can be.

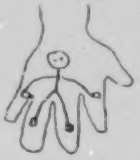
Verse 2: See, see, see my legs run. . . . .

Verse 3: See, see, see my legs jump . . . .

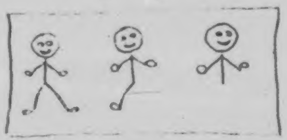
C. Art
  1. Children paste animal legs on appropriate animal. Paste human legs on pictures of boys and girls.
  2. Teacher and children make a body parts mobile. Trace a child's body. Cut out. Use a coat hanger for the shoulders and construction paper for facial features. Use string to assemble the parts.

D. Games
  1. Play jumpfrog. If child can't jump over another child, start child jumping up from squatting position.
  2. Run various relays. Use a different series of commands. Example:
     1. Run to the tree and come back.
     2. Run to the tree, then to the slide, and come back.
     3. Run to the tree, then to the slide, and then to the swing, and come back.
     (auditory memory)
  3. Hop on one leg, then the other. Hop in a circle. Hop turning around. See B. music #3. Sing, "See, see, see my legs hop . . . "

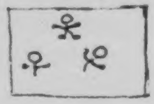
E. Fine Motor
   1. Draw a boy (or girl) on child's hand so that legs are on the two middle fingers and hands are on the index and little fingers. Have the child walk the boy (or girl). Example:



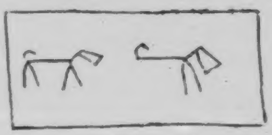
   2. Give child a ditto sheet with stick people drawn on it. Have child supply missing legs.
      Example:



      Have cue at top of page. Vary the stick people.
      Example:



      Depending upon level of child, use animal stick figure.
      Example:



FRIDAY - FOOT AND TOES

A. Unit Group Lesson - see LAP, page 67.
   1. Refer to group lesson on ears for model of tasks and responses. Require verbalizations from each child on his particular level. Two separate lessons may be needed for foot and toes depending upon the levels of the children.
   2. Include in #7 (Function) kicking as a function of the foot.

B. Music
   1. Song: See Wednesday B. music #1.
      Verse 1: My little feet go walk, walk, walk . . . .

      Verse 2: My little feet go stamp, stamp, stamp . . . .

      Verse 3: My little toes go wiggle, wiggle, wiggle . . . .
   2. Song: See Tuesday, B. music #3.
      Verse 1: I put my foot in . . . .
   3. Song: "My Foot Has Toes"
      Sung to tune of "Three Blind Mice"

My foot has toes,
My foot has toes,
My foot has toes,
My foot has toes,
Whenever my feet are tickled
My toes start to wiggle,
My foot has toes.

NOTE: children take off shoes and socks to sing song. Teacher tickles one child's foot when tickling is mentioned in song. Tickle every child's foot.

C. Art
   1. Make foot print by dipping foot in tempera paint and stepping on construction paper.
   2. Paint with toes.
   3. Trace child's own foot and cut out. Have child paste on paper.

D. Games
   1. Stomp balloon with foot. Balloon may be fastened to floor with masking tape if necessary.
   2. Children locate body parts on stuffed animals or pictures of animals.
   3. Take one shoe off each child's foot. Have child match missing shoe to owner's other shoe.

E. Fine Motor
   1. Children remove and put on shoes and socks.
   2. Children paint toenails with polish.
   3. Children pick up pieces of clay with toes.
   4. Teachers and children walk in sandbox barefooted. Pick up sand with toes.

F. Storytelling and Fingerplay
   1. Fingerplay: "Runaway"

I have two eyes to see with,
I have two feet to run.
I have two hands to wave with,
And nose I have but one.
I have two ears to hear with,
And tongue to say good-day.
And two red cheeks for you to kiss,
And now I'll run away.

Point to parts of body mentioned. Run away on last line. It can be sung to tune of "Go In and Out the Window"

   2. Flannel Board: "Old Shoes, New Shoes"
      Using magazine picture and felt cutouts, tell a story about a little girl who gets a pair of new shoes.

G. Field Trip
   1. Visit shoe store.

BOOK SUGGESTIONS FOR THIS UNIT

1. Bellah, Melanie, *Bow Wow! Meow! A First Book of Sounds*, (Western Publishing)
2. Brown, Margaret Wise, "Noisy Book" Series (*Indoor Noisy Book*, *City Noisy Book*, *Country Noisy Book*, *Seashore Noisy Book*, *Summer Noisy Book*, *Winter Noisy Book*), (Harper and Row)
3. Steiner, Charlotte, *Listen to My Seashell*, (Knopf)

3

UNIT - PEOPLE

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - MAN

A. Unit Group Lesson - See LAP, page 69.

(Match) 1. Children will match men dolls by putting a doll on a doll when asked "what is this?" Child will respond "man", "a man" or "it is a man".

(Visual Discrimination of Dolls) 2. Give child a chance to hold and look at the doll. Leave dolls (man, woman, boy, girl, baby) out during free play. Children will have a chance to compare dolls on their own. During group lesson the teacher may request, "touch man". Child will touch the man. Teacher includes one other doll and then two other dolls and requests child to "touch the man" or "find the man".

(Match Pictures) 3. Children will match pictures of men by putting one picture on picture held by teacher and verbalizing or approximating verbalization of "man" to teacher's request and model. "What is this?" "Man," child responds.

(Visual Discrimination of Picture) 4. Children will discriminate picture of man from other picture, then from two pictures. Teacher may request "touch the man" or "find the man".

(Association) 5. Children will answer "no" (verbalize, approximate verbalization, or gesture) to teacher's question, "are you a man?"

(Discriminate Class Members) 6. Children will answer "yes" or "no" (verbalize, approximate verbalization, or gesture) to teacher's question, "Is David a man?" (referring to classmate) or "am I a man?" (referring to teacher) or "is Jane a man?" (referring to teacher).

(Figure Ground) 7. When presented a magazine or newspaper picture or book illustration and requested to "find the man", children will find the men in the pictures.

(Classify as People) 8. See art #1.

(Verbalize--Imitation "What is This?" 9. Children will be asked to verbalize or approximate verbalization on each task.

B. Music
1. Song--sung to the tune of "The Farmer in the Dell"

   A daddy is a man
   A daddy is a man
   Oh, ho, I know,
   A daddy is a man.

2. Song--sung to the tune of "The Muffin Man"

   Verse 1-Oh, do you know the mailman,
   The mailman, the mailman
   Oh, do you know the mailman,
   That lives in Chapel Hill?

   Children may add verses about different men they know, e.g., grocery man, policeman, fireman, etc.

3. Song--"Fat Man. Skinny Man" sung to tune of "Did You Ever See A Lassie?"

   Verse 1--Did you ever see a fat man,
   a fat man, a fat man?
   Did you ever see a fat man
   walk down the street?
   Verse 2--Did you ever see a skinny man
   Verse 3--Did you ever see a tall man
   Verse 4--Did you ever see a short man

   Use pictures to illustrate each size man. Teacher can use large and small as a verse.

C. Art
1. Make a man collage. From "people" pictures (various pictures of men, women, boys, girls, and babies cut out from Sears catalog), children find the men and paste on construction paper. Teacher may ask during activity, "is a man a person?" Children will answer "yes". Teacher should refer to the "people" in the pictures during the activity. A lower level child may need to choose "men" pictures from a group of "men" pictures.
2. Children draw eyes, nose, mouth, and ears on the body of a man.
3. Given the body of a man in parts (head, arms, trunk, legs) children paste the parts on an outline of a man.
4. On a poster the teacher has two pictures--one is a picture of a group of animals; the other is a group of people (men, women, and children). Each child is given a picture of a man. The teacher asks, "where does the man belong, with the animals or with the people?" Child will place his picture with the people picture and say "people".

D. Games
1. Dress men paper dolls. "What do men wear?"
2. Play "dress-up".
   a. Each child gets a turn to dress up in men's clothing. Teacher may ask "David, will you wear this when you grow to be a man?"
   b. Have children find an article of men's clothing from a box of mixed clothing and put it on.
3. Assemble a cardboard puzzle of a man.

E. Fine Motor
   1. See Appendix II for example of path tracing. Take a man to his car.
   2. Make a man from clay. Make a ball for the head, a large "pancake" for the body, and long and short "snakes" for arms and legs. Children draw facial features with their fingers.
   3. See C. art #1, 2, and 3.

F. Storytelling and Fingerplay
   1. Tell-again Story Cards: "The Gingerbread Man".
   2. Fingerplay: "Thumbkin".

   C D E C C D E C
   Where is Thumbkin, where is Thumbkin
   E F G
   Here I am (left hand, wiggle thumb)
   E F G
   Here I am (right hand, wiggle thumb)
   G A G F E C
   How are you today, sir (left hand, wiggle thumb)
   G A G F E C
   Very well, I thank you (right hand, wiggle thumb)
   C B C
   Run away, (left hand disappears behind back)
   C B C
   Run away. (right hand disappears behind back)
   Verse 2--Where is Pointer (index finger)
   Verse 3--Where is Tall man (3rd finger)
   Verse 4--Where is Ring man (4th finger)
   Verse 5--Where is Pinky (5th finger)

G. Reasoning
   1. Ask children, "is your daddy (mommy) a man?"

TUESDAY - WOMAN

A. Unit Group Lesson - See LAP, page 67.
   1. Refer to group lesson on man for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. Song: See Monday B. music #1.
      Verse 1--A mama is a woman
   2. Song: "The Farmer in the Dell"
      Verse 1--The farmer in the dell,
      The farmer in the dell,
      High O! the derry oh,
      The farmer in the dell.
      Verse 2--The farmer takes a woman
      Teacher may use pictures to illustrate.
   3. See Monday B. music #3.
      Did you ever see a fat woman?
      Did you ever see a skinny woman?

Did you ever see a tall woman?
Did you ever see a short woman?

C. Art
   1. See Monday C. art #1.
   2. See Monday C. art #2 and #3.
   3. Paste a dress and a hat on picture of a woman.

D. Games
   1. See Monday D. games #1, #2, and #3.
   2. Play "Ring Around the Woman". Form circle around "a woman". Sing song to the tune of "Ring Around the Rosy". Designate woman by child wearing a hat and carrying a purse.

E. Fine Motor
   1. See Monday E. fine motor #1 and #2.
   2. Lace a "woman" lacing card.
   3. See Appendix II for example of path tracing. Take woman to child or baby.

F. Storytelling
   1. Flannel Board: "The Old Woman in the Shoe". Use pictures from a storybook or make felt cut-outs to illustrate the shoe, old woman, and children. Count the children.
   2. Sequence Story: Make a five card sequence story of a woman planting, hoeing, watering, and harvesting her garden and eating the vegtables. Each card illustrates one activity. Initially tell the story using two cards, e.g., planting and watering the garden. Build to a sequence of five events. Let children tell the story and/or put the cards in order.

G. Reasoning
   1. Ask children, "is your mommy (daddy) a woman?"

WEDNESDAY - BOY

A. Unit Group Lesson - See LAP, page 67.
   1. Refer to group lesson on man for model of tasks and responses. Require verbalization from each child on his particular level. Change items #5 and #6 of group lesson on man to the following:

(Association) 5. Children will verbalize or approximate verbalization of boy or girl when the teacher asks, "are you a boy or a girl?"

(Discriminate Class Members) 6. Children will verbalize or approximate verbalization of boy or girl when the teacher asks, "is David a boy or a girl?" (referring to a classmate)

B. Music
   1. Song: See Monday B. music #1.
      Verse 1--Wade (classmate) is a boy

2. Song: "I Have A Friend"

F F F F F A C A F
I have a friend, his name is David,
G G G G G E G E C
I have a friend, his name is David,
F F F F F A C A F
I have a friend, his name is David,
F C B♭ A♭ G F
And my friend is a boy.

3. Song: "Who's That Knocking At My Door" (child knocks at door)

F F F C F A C
Who's that knocking at my door?
C C C G G G F F F
Knockety, knockety, knock, knock, knock. (knock on door and table)
F F F C F A C
Come and see who it can be
C C C G G G F F F
Knockety, knockety, knock, knock, knock. (child opens door and comes into room)
A# A#A#E E# E D
It's a boy at my door.
G G G D F D C
It's a boy at my door.
C C C G G G F F F
Knockety, knockety, knock, knock, knock.

C. Art
1. See Monday C. art #1.
2. See Monday C. art #2 and #3.
3. Paste eyes, nose, mouth, and ears on a boy's face.

D. Games
1. See Monday D. games #1, #2, and #3.
2. "Find the Boys." Blindfold child. He feels a child's head (especially hair) and must tell if the child is a boy or girl.
3. "Pin the Hat on the Boy."

E. Fine Motor
1. See Monday E. fine motor #2.
2. See Appendix III for example of cue sheets--mark the boys.
3. See Appendix II for example of path tracing. Take a boy to his bicycle.

F. Storytelling
1. "Little Boy Blue." Teacher can tell and/or sing the story using teacher-made sequence story cards.

Little Boy Blue come blow your horn;
The sheep in the meadow,
The cows in the corn
Where is the boy who tends the sheep?
Under the haystack fast asleep.

G. Snack
1. Serve the boys first. "Give the boys cookies."

THURSDAY - GIRL

A. Unit Group Lesson - See LAP, page 67.

1. Refer to group lesson on man for model of tasks and responses. Require verbalization from each child on his particular level. Change items #5 and #6 of group lesson on man to the following:

(Association) 5. Children will verbalize or approximate verbalization of boy or girl when the teacher asks, "are you a boy or a girl?"

(Discriminate Class Members) 6. Children will verbalize or approximate verbalization of boy or girl when the teacher asks, "is Mary a boy or a girl?" (referring to a classmate)

B. Music

1. See Monday B. music #1.
   Verse 1--Mary is a girl
2. See Tuesday B. music #2.
   Verse 1--The farmer takes a girl
3. Song: "Going to Dance" sung to tune of "Mulberry Bush".

Verse 1--Come along girls (boys) we're going to dance,
going to dance, going to dance;
Come along girls we're going to dance
Early in the morning.

Verse 2--Don't we look pretty when we're dancing,
when we're dancing, when we're dancing;
Don't we look pretty when we're dancing,
Early in the morning.

Teacher starts the song and motions to girls (or boys) to join her. They hold hands and walk in a circle as they sing. Eventually teacher should phase out any motions--children decide if they are boy and girl and if they should be in circle.

C. Art

1. See Monday C. art #1.
2. See Monday C. art #2 and #3.
3. Spatter paint a girl silhouette. Teacher cuts out paper dolls. Teacher should describe it as it is done. "First I cut the head, then the neck, etc." Give each child a paper doll. Use it for spatter painting.

D. Games

1. See Monday D. games #1, #2, and #3.
2. See Wednesday D. games #2 and #3.
3. Make two posters--one for girls; the other for boys. Have a photograph of every child. Let each child paste his photograph on the appropriate poster. As he fastens it the child will respond "boy", "a boy" or "I am a boy".

E. Fine Motor

1. See Monday E. fine motor #2.
2. See Appendix III for example of cue sheets. Mark the girls.
3. See Appendix II for example of path tracing. Take the girl to her dog.

F. Storytelling and Fingerplays
1. Fingerplay or song: "Ha, Ha, This-A-Way"

F F F FF A A F G G E
Verse 1--When I was a little girl, little girl,
F F C
little girl, (child points to self)
F F F FF AA F G E F
When I was a little girl five years old, (child holds up fingers)
Chorus:
C C A G F
Ha, ha, this-a-way,
G G E D C (Child pantomimes laughing
Ha, ha, that-a-way, or laughs)
C C A G F
Ha, ha, this-a-way,
G E F
Then, oh, then.
Verse 2--Ma-ma bought me a little sled,
little sled, little sled,
Ma-ma bought me a little sled,
Then, oh, then.
Chorus

2. Poem: "Jack and Jill"
3. Story: "Goldilocks and the Three Bears"
"Little Red Riding Hood"

G. Snack
1. Serve the girls first. "Give the girls cookies."

FRIDAY - BABY

A. Unit Group Lesson - See LAP, page 67.
1. Refer to group lesson on man for model of tasks and responses. Require verbalization from each child on his particular level.

B. Music
1. Song: "Rock A Bye Baby". Children may want to rock "baby" in cradle or in a rocking chair.
2. Song: "Jane Has a Little Baby" sung to the tune of "Mary Had A Little Lamb"

Jane has a little baby,
little baby, little baby.
Jane has a little baby,
and she is soft and sweet.

Children may enjoy holding a doll and having their name sung during the song.
3. Song: "Baby's Sleeping" sung to the tune of "Are You Sleeping?"

Baby s sleeping, baby's sleeping
Sleep, sleep, sleep,
Sleep, sleep, sleep.
Baby is a-sleeping, baby is a-sleeping
Sleep, sleep, sleep,
Sleep, sleep, sleep.

Children may want to rock baby in arms while singing.

C. Art
1. See Monday C. art #1.
2. Teacher helps children assemble all collages from previous days and make a "People Book". Or, children can paste a man on one page, a woman on another, etc. and make pages for their "People Book".
3. Children make a baby collage by pasting pictures on construction paper. Include pictures of objects a baby uses, e.g., crib, stroller, high chair, etc.

D. Games
1. See Monday D. games #1 and #3.
2. Children get a baby ready for bed by bathing, powdering, and dressing it. They may want to bottle, burp, and rock the baby. Teacher may ask, "what are you doing to the baby". "Is the baby sleepy (hungry)?"

E. Fine Motor
1. See Appendix II for example of path tracing. Take a baby to its mother.
2. Children tear baby pictures from catalogs. Paste on construction paper.

F. Storytelling and Fingerplays
1. Fingerplay: "Toys for Baby"

Here's a ball for baby, Big and soft and round.	(Make a ball with thumbs and forefingers)
Here is baby's hammer, See how it can pound.	(Make hammer with fist. Pound in other hand)
Here is baby's music, Clapping, clapping so.	(Hold fingers up facing each other) (Clap)
Here are baby's soldiers, Standing in a row.	(Hold fingers up straight)
Here is baby's trumpet, Toot-to-toot-to-too.	(Pretend to blow with fists before mouth)
Here's the way that baby, Plays at peek-a-boo.	(Play peek-a-boo with fingers)
Here's a big umbrella, To keep the baby dry.	(Cup hand and put finger under for handle)
Here is baby's cradle, Rock-a-baby-bye.	(Make cradle of arms)

This fingerplay may be used in parts. Pictures or objects can be used to illustrate.

2. Story: "Three Bears". Emphasize baby bear. He is little and has a little dish, chair and bed. Use the large Tell-again story cards.

3. Fill-in Story: "Baby's Bath". One night it was time for baby to go to bed. Before she went to bed her mother decided to give her a bath. So, she filled the tub with _(water)_ . She got out _(soap)_ and washcloth. Then she put the _(baby)_ in the tub. The baby splashed and played. She liked her bath. When the baby got out of the tub, her mother dried her with a _(towel)_ . Now the baby was clean!
   Use pictures of actual objects to fill in blanks for non-verbal children.

G. Visitor
   1. Children visit with a mother and her baby. Children can watch (and perhaps help) the mother feed, diaper, and play with the baby.

4

UNIT - FAMILY MEMBERS

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - MOTHER

A. Unit Group Lesson - See LAP, page 70.
Present the "mother" doll. Have children examine and manipulate the doll before the group lesson.

(Match Doll) 1. Children will match dolls by holding up a doll next to the teacher's doll or by laying a doll on the teacher's picture of a mother. The child will verbalize or approximate verbalization of "mother" to teacher's request and model. Teacher may ask, "who is this?" Child will respond, "mother", "a mother", or "it is a mother."

(Discriminate Doll) 2. Children will discriminate a mother doll from other dolls (father, sister, brother, baby). At first child will choose from two dolls, then three. Teacher will request, "find mother" or, "touch mother".

(Discriminate Picture of Own Mother) 3. Child will discriminate a picture of his mother from other pictures of mothers. At first child will choose from two pictures, then three. Teacher will request, "find your mother" or, "touch your mother".

(Match Picture) 4. a. Children will match pictures of mothers by holding up a picture of mother to the teacher's picture. The child will verbalize or approximate verbalization of "mother" to teacher's request and model. Teacher may ask, "who is this?" Child will respond, "mother", "a mother", etc.

b. Using a chart with pockets have children match pictures. Display one, two, three, etc., pictures of family members. Give the child a set of the same pictures. Children match the pictures upon request by teacher.

(Visual Discrimination of Picture) 5. Children will discriminate a picture of a mother from other family member pictures. First, the child will choose from two pictures, then three. Teacher will request, "find the mother", or, "touch the mother".

(Figure Ground) 6. Show children a picture of a common family scene, e.g., family at dinner, family at the beach, etc. Ask children, "find mother" or "touch mother".

(Classify as Family Members) 7. Teacher displays a poster with three pictures of three different groups of people: a teacher and her class, a family group, and a group of children playing. Teacher asks, "does Mother belong in the classroom, with the children, or with the family?" Children will put the picture of the mother with the picture of the family.

(Verbalize Family Member) 8. Children will verbalize or approximate verbalization of the specific family member upon request by the teacher.

B. Music

1. Song: "A Big Sweet Kiss"
   Sung to tune of: "This Is the Way We Wash Our Clothes"

   I give my mother a big sweet kiss,
   a big sweet kiss, a big sweet kiss.
   I give my mother a big sweet kiss,
   Before I come to school.
   (Blow a kiss after song)

2. Song: "The Farmer in the Dell"

   Verse 1: The farmer in the dell,
   The farmer in the dell,
   Hi - ho, the derry - o
   The farmer in the dell.

   Verse 2: The farmer takes a mother . . . . . .
   Children take turns being the mother and the farmer

3. Song: "My Mother Helps Me"
   Sung to tune of "Mary Had a Little Lamb"

   My mother helps me (get dressed),
   (get dressed), (get dressed);
   My mother helps me (get dressed),
   and I love her very much.

   Children suggest ideas for the song, e.g., "tie my shoes", "button my coat", etc.

C. Art

1. Make a "family" book. Use actual photographs or pictures from magazines. Chiluren cut or tear pictures of "mother" from magazines and then paste on paper. See Storytelling #3.
2. Make a class "family" photograph album. Each child brings in a photograph of his family. This is put in an album. During the week (at snack time, during free play, etc.) bring out the photograph album. "Find Jonn's mother", "Find Ellen's sister."
3. Have children paint a picture of or for their mothers. Teacher traces the pictures with poster board. The frames can be decorated by the children - felt tip pens, crayons, painted macaroni, etc.

D. Games
1. Have each child's mother tape a passage on a tape recorder. Play the tape to the group of children. "Whose mother is this?" (auditory discrimination)
2. "Ring - a - Round Mother"
A child pretends to be mother. Let the child decide how he will "be" mother. Have handy women's clothes, women's accessories, household items, etc. Children form a ring around "mother" and sing:

Ring around mother;
Ring around mother:
Quickly, quickly,
We all fall down.

Children take turns being mother.
3. "Mother, May I?"
One child plays "mother". Other children stand in a line approximately ten feet in front of "mother". The "mother" gives each child, individually, some direction.
Examples: "Take one step." "Jump." "Turn around." Child asks, "Mother, may I?" Mother says, "Yes, you may." Child may then carry out instruction. Teacher may want to play "mother".

E. Fine Motor
1. See Appendix II for examples of Path Tracing. Take a mother to her children.
2. Children put together a "mother" puzzle - either commercial or teacher-made.
3. Have children "cook" like mother. Let them roll or pat out dough, knead dough, sift flour, stir, pour a liquid, etc.

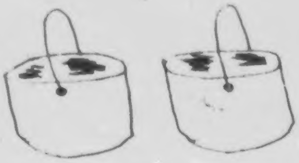
F. Storytelling
1. "The Three Bears" - either read the story from a book or tell the story using sequence cards or pictures to illustrate. Have the children find the Mama Bear.
2. "Old Mother Hubbard" - again read the story from a book, use sequence cards, or use pictures.
3. Use the "family book" made in art. Have each child tell about his mother and show his pictures.

TUESDAY - DADDY

A. Unit Group Lesson - See LAP, page 70.
1. Refer to group lesson on mother for model of tasks and responses. Require verbalization from each child on his particular level.

B. Music
1. See Monday - B. music #1. Substitute "daddy" for "mother".
2. See Monday - B. music #2. Verse 3: "The farmer takes a daddy . . . ."
3. See Monday - B. music #3. "My daddy helps me . . . ."
Again have the children suggest ideas for the song.

C. Art
1. See Monday - C. art #1, #2, and #3.
   Make a "daddy" page for the book. Paint pictures of or for the daddy.
2. Fingerpaint a daddy and his son. Children may need to be shown how to make stick people. Teacher comments, "Daddy is big."
3. Make tin can stilts. After children have made them and are standing on them, the teacher may comment, "You are tall (big) like your daddy."
   Directions: Punch two holes on either side of two cans. Slip a piece of strong cord through each can. Adjust length of cords for each child. Child stands on can and holds cord. Use cans of various sizes. Stilts made from Hi - C cans would be harder to manipulate than stilts from tortilla cans. Each child will need different sized stilts.
   Example:



D. Games
1. See Monday - D. games #2. Teacher should supply "daddy-type" items, e.g., clothes, pictures, tools, etc.
2. Play House: Children pretend to be mother, daddy, children, and baby. Take pictures. Display on bulletin board.
3. "Who Is It?"
   Teacher displays part of a picture of "daddy", mother, brother, sister, or baby. Teacher asks, "Is this daddy or mother?" Then the teacher may ask, "who is it?"

E. Fine Motor
1. See Appendix II for examples of Path Tracing. Take Daddy to his children.
2. Children put together "daddy" puzzle - either commercial or teacher-made.
3. On a ditto sheet, have children connect dots in the picture of a hat. The hat is on "daddy's" head. Children can color picture afterward.

F. Storytelling
1. "The Three Bears" - either read the story from a book or tell the story using sequence cards or pictures to illustrate. Have children find the Papa Bear or daddy bear.
2. "Pinnochio" - tell a simplified version of this story. Use pictures to illustrate. Explain how the little old man wanted to be a father and wanted to have a child to love.
3. Use the "family book" made in art. Have each child tell about his father and show his pictures.

G. Visitor: Have a child's father spend a day with the class. Have him play with children on playground and eat lunch with them.

WEDNESDAY - SISTER

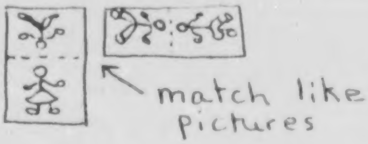
A. Unit Group Lesson - See IAP, page 70.
  1. Refer to unit group lesson on mother for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
  1. See Monday - B. music #2.
     Verse 1: "The farmer in the dell . . . . ."
     Verse 2: Mother
     Verse 3: Daddy
     Verse 4: "The farmer takes a sister . . . ."
  2. Song: "My Sister Plays with Me"
     Sung to tune of "London Bridge"
     My sister plays with me
     plays with me, plays with me;
     My sister plays with me,
     and we have fun.
     Have children, especially those children with sisters, suggest ideas for song.
  3. Song: "Sister"
     Sung to tune of "Oh, Do You Know the Muffin Man?"
     Verse 1: I have a sister, a sister, a sister,
     I have a sister,
     And her name is ______________________.
     (child supplies name of his sister when teacher points to him)

     Verse 2: Do you have a sister, a sister, a sister,
     Do you have a sister,
     At home?
     (child answers "yes" or "no")

C. Art
  1. See Monday - C. art #1, #2, and #3.
     Make a "sister" page for the book. Paint pictures of or for a sister.
  2. Make a "sister" puppet - stick puppet, paper bag puppet, small box puppets, or sock puppets.
     a. Paper bag puppet: the fold of the bag becomes the mouth as it is opened and closed. Use small lunch-sized bags. Teacher helps children add facial features.
     b. Small box puppet: use either a half-pint milk carton or cereal box. Cut the box in the middle on three sides, fold back, and paste features on the box.
     c. Sock puppet: children add button features or mark with crayon or felt pen.
  3. Teacher supplies pictures of girls to children. Teacher then directs, "paste two sisters on your paper". "Paste one sister . . . ."

D. Games
   1. Family Lotto Game: teacher makes lotto cards with pictures of the family members on the cards. Two children play game at one time. Draw cards from a deck.
      Example:



   2. Set up a play family using a dollhouse and play people.

E. Fine Motor
   1. See Appendix II for examples of Path Tracing.
      Take sister to her brother.
   2. Lace a sister sewing card. Let the lacing be on the head for hair. Children use scissors and snip the dress to make it look fringed.

F. Storytelling
   1. Puppets: use the "sister" puppets made in art. Dramatize a family scene. Teacher suggests a plot or lets children create their own.
   2. Flannel Board: tell a story about a little sister who tries to do everything her big sister does. Use flannel board and felt cutouts. Emphasize "big" and "little".
   3. Use the "family book" made in art. Have each child tell about their sister and show their pictures.

G. Visitor: have a child bring his sister to school.

THURSDAY - BROTHER

A. Unit Group Lesson - See LAP, page 70.
   1. Refer to unit group lesson on mother for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. See Monday - B. music #2.
      Verse 1: "The farmer in the dell . . . . ."
      Verse 2: Mother
      Verse 3: Daddy
      Verse 4: Sister
      Verse 5: "The farmer takes a brother . . . . . "
   2. Song: "My Brother Plays with Me"
      Sung to tune of "London Bridges"

      My brother plays with me, plays with me,
      plays with me;
      My brother plays with me,
      And we have fun.

Have children, especially those children with brothers, suggest ideas for song.

3. See Wednesday - B. music #3.
   Substitute "brother" for "sister".

C. Art
   1. See Monday - C. art #1, #2, and #3.
      Make a "brother" page for the book. Paint pictures of or for a brother.
   2. See Wednesday - C. art #2.
   3. Class Project: make a family mural. Each child paints his family on a long sheet of mural paper. Every child tells the class about his painting and his family. Have children find the brothers in the picture that have recognizable people. Children may want to add a picture of their house and their family pets.

D. Games
   1. Teacher makes a matching board. A piece of cardboard is divided into nine squares. A picture of a family member is pasted in each square. Matching pictures are pasted on cards. Child matches picture on card to picture on square.
   2. See Wednesday - D. games #1.

E. Fine Motor
   1. See Appendix II for examples of Path Tracing.
      Take a brother to his sister.
   2. Lace a brother's possession sewing card, e.g., a card in the shape of a baseball bat, a glove, a car, etc.
   3. Color a picture of girl and boy who are brother and sister. Children color in the lines. Cut or tear out picture. Paste on construction paper.

F. Storytelling
   1. Puppets: use the "brother" puppets made in art. Dramatize a family scene. Teacher suggests a plot or lets children create their own.
   2. Tell a story of two brothers. They are good friends, but they sometimes get in arguments over toys. Use pictures to illustrate. Use puppets to dramatize.
   3. Use the "family book" made in art. Have each child tell about his brother and show his pictures.

G. Visitor: have a child bring his big brother to school.

FRIDAY - BABY

A. Unit Group Lesson - See LAP, page 70.
   1. Refer to group lesson on mother for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. See Monday - B. music #2.
      Verse 1: "The farmer in the dell . . . . "
      Verse 2: Mother
      Verse 3: Daddy
      Verse 4: Sister
      Verse 5: Brother
      Verse 6: "The farmer takes a baby . . . . "
   2. Song: "Rock - a - Bye, Baby"
      Rock - a - bye, baby, in the treetop,
      (pantomime rocking baby in arms)
      When the wind blows the cradle will rock,
      When the bough (limb) breaks the cradle will fall,
      And down will come baby, cradle and all.
   3. Song: "Are You Sleeping?"
      Sung to tune of "Are You Sleeping?"
      Are you sleeping,
      Are you sleeping,
      Little baby,
      Little baby?
      Are you sleeping,
      Are you sleeping,
      Little baby,
      Little baby?
      Have children look at a doll lying in the cradle. Instruct them to carefully pull cover back and see if the baby is asleep.

C. Art
   1. See Monday - C. art #1, #2, and #3.
      Make a "baby" page for the book. Paint pictures of or for the baby in the family.
   2. See Wednesday - C. art #2.
   3. Make a baby-item collage. Use pictures of babies, baby food, toys, cribs, playpens, highchairs, clothes, diapers, etc. Have children label verbally any items they can. Teacher labels verbally those child cannot. Ask child to explain function of each item.

D. Games
   1. Pin the Diaper on the Baby.
      Turn around child and guide child toward picture of baby. Blindfold child, if appropriate. Use a folded handkerchief for diaper.
   2. Play House. Have children play parts of mother, daddy, brother, sister, and baby. Set up in housekeeping section.

3. Baby Rattle Hunt. Teacher hides baby rattles around the room. Children hunt for them. Have children hide rattles.

E. Fine Motor
   1. See Appendix III for examples of Cue Sheet. Have children encircle every baby on the paper or mark every baby with an "x".
   2. Have children draw a baby ball (a circle) on the blackboard. Let them decorate the balls with colored chalk.
   3. Have children put handles (straight lines) on baby rattles on the blackboard. Teacher draws the top of the baby rattles.

F. Storytelling
   1. See Wednesday - F. storytelling #1.
   2. "The Three Bears": read the story from a book or tell the story using sequence cards or pictures to illustrate. Have children find the baby bear.
   3. Use the "family book" made in art. Have a child tell about a baby in his family and show his pictures.

G. Visitor: have a child bring his baby brother or sister to class. Let the child introduce him and talk about him.

5

UNIT - FALL

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - LEAVES

A. Unit Group Lesson - See LAP, page 71.

(Match Concrete)	1. Children will match leaves by putting a leaf on a leaf held by the teacher and verbalizing or approximating verbalization of "leaf" to teacher's request and model. Teacher may ask, "what is this"? Child will respond, "leaf", "a leaf", or "it is a leaf".
(Visual Discri-) mination - Concrete)	2. Children will discriminate a leaf from another object and then from two objects. Teacher will request, "find the leaf", or "touch the leaf".
(Match Picture)	3. Children will match a picture of a leaf to a picture held by the teacher and verbalize or approximate verbalization of "leaf" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "leaf", "a leaf", or "it is a leaf".
(Discriminate Picture)	4. Children will discriminate picture of leaf from picture and then from two pictures. Teacher will request, "find the leaf" or "touch the leaf."
(Figure Ground)	5. See C. - art #1.
(Closure)	6. Refer to task #4. Children will "find the leaf" when presented two, then three pictures. When presented the picture of the leaf, it will be partially hidden. Increase the difficulty of the task by hiding more of the leaf.
(Tactile Discrimination)	7. See D. - games #1.
(Mark Cue Sheet)	8. Child will mark an "X" or encircle or color every leaf on a page with pictures of various objects. A "leaf" will be drawn at the top of the page. The number of leaves and objects on a page depends upon level of the child. Initially only one leaf with one object (or no object) may be appropriate. Increase number as child's level increases. For examples of Cue Sheets, see Appendix III.
(Imitation: What is This?)	9. Children will be asked to verbalize or approximate verbalization on each task.

B. Music

1. Song: "Autumn Leaves"
   Sung to tune of "Mary Had a Little Lamb". Sing slowly.

   Falling, falling, autumn leaves, autumn leaves, autumn leaves,
   Falling, falling, autumn leaves, falling on the ground.
   Whirling, whirling, autumn leaves, autumn leaves, autumn leaves,
   Whirling, whirling, autumn leaves, whirling all around.

   The children can move like slowly falling leaves (falling slowly to the ground), then like leaves whirling in the air (spinning round and round).
2. Song: "Leaves"
   Sung to tune of "Pop Goes the Weasel"

   Round and round and round,
   Down, down, down
   Now the leaves are on the ground.
   Jump in the leaves.

   Children may imitate leaves.
3. Song: "Rake the Leaves"
   Sung to tune of "Row, Row, Row Your Boat"

   Rake, rake, rake the leaves
   Rake, John, rake.
   Rake, rake, rake the leaves
   Rake, John, rake.

   Children may pantomime raking or may sing while raking leaves outside.

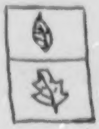
C. Art

1. Children paste construction paper leaf on partially hidden outline of a leaf. Start with one picture to be matched and increase number and difficulty with increased skill of children. (Figure Ground) For examples of Figure Ground, see Appendix I.
2. Using leaves gathered from a nature hike, children make a leaf collage or a leaf man.
3. Children make a leaf silhouette by spatter painting.

D. Games

1. "Find the leaf"
   Arrange various objects on a table (block, doll, paper cup, leaf, etc.) Blindfold child and lead him to the table. Child must find the leaf by touching the objects. (Tactile Discrimination)
2. Children put leaves on a tree drawn on poster board. Using material that will stick to poster, the children follow the directions of the teacher. Depending on the child's level, the teacher may request: "Put a yellow leaf on the tree; a green leaf on the top branch; a red leaf on the largest branch; two leaves on the tree; a leaf on the tree," etc.
3. Rake leaves. Children rake two piles of leaves. Teacher may ask, "Which is large, which is small?" Race and jump into the leaves.

E. Fine Motor
   1. Sew a "leaf" sewing card. Use fall colors.
   2. Press leaves in wax paper using an iron. Let children arrange leaves on bottom layer of wax paper. Teacher helps with the pressing.
   3. Lotto Game: make lotto cards of different colored and shaped leaves. Child must pick up card and lay it down on table, matching it to another card.
      Example of cards:



F. Storytelling and Fingerplay
   1. Fingerplay: "Pretty Leaves"
      Pretty leaves are falling down
      (Hands above head, fingers wiggling slowly coming down to sides)
      See them lying on the ground.
      (Stoop down - patting here and there)
      Trees are bending in the breeze
      (Sway body back and forth)
      Don't you love the falling leaves?
      (Hands above head, slowly coming down)
   2. Flannel Board: tell a story about the last leaf to fall off the tree. Use cutouts of a tree and fall - colored leaves (pictures, felt, construction paper).

TUESDAY - TREE

A. Unit Group Lesson - See LAP, page 71.
   1. Refer to Monday's group lesson on leaves for model of tasks and responses. Require verbalizations from each child on his particular level.
   2. Exclude tasks #1 and #2 from unit group lesson on leaves. Include the following:
      1. While outside children will feel various trees - large and small. Teacher will ask, "what is it?" Child will respond, "tree", "a tree", or "it is a tree". Teacher may ask, "Find a tree like mine." Children may need help in locating a tree like the teacher's.
      2. See D. - games #1.

B. Music
   1. Song: "Ring Around the Tree"
      Sung to tune of "Ring Around the Rosey"
      Ring around the tree,
      Ring around the tree,
      Leaves, leaves,
      We all fall down.
      Sing the song outside with the children holding hands and forming a ring around a tree.

2. Song: "Here We Go Walking"
Sung to tune of "Frere Jacques"

Here we go walking,
Here we go walking,
Around the tree
Around the tree
Here we go walking,
Here we go walking,
Around the tree,
Around the tree.

Sing the song outside. Form a line and hold hands. Children take turns being leader and choosing the trees to walk around.

3. Song: "Old MacDonald"

Verse 1: Old MacDonald had a farm.
E-I-E-I-O
And on this farm he had a tree
E-I-E-I-O
And on this tree there were some leaves
E-I-E-I-O
With a tree here, a tree there,
Here a tree, there a tree,
Everywhere there were trees.
Old MacDonald had some trees,
E-I-E-I-O.

C. Art

1. Children paste construction paper tree on partially hidden outline of a tree. Start with one picture to be matched and increase number and difficulty with increased skill by children. For examples of Figure Ground, see Appendix I.
2. Children sponge paint fall colors (leaves) on drawn outline of tree.

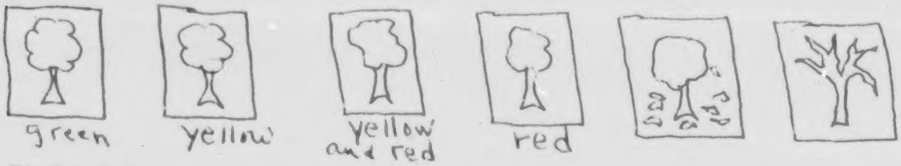
D. Games

1. "Touch a Tree". When teacher blows a whistle and says, "touch a tree" or "find a tree", the children run to find a tree. Teacher may need to model activity. Teacher asks, "what did you find?" (Visual Discrimination)
2. Assemble cardboard puzzle of a tree.

E. Fine Motor

1. Using pictures drawn on a large poster board, make a squirrel run to his home in the tree. Child can use crayon or felt tip marker. Or use a stuffed toy animal and let child move the squirrel to the tree. "Where is the squirrel going?" "Where does the squirrel live?" Child may respond, "tree", "a tree", or "in the tree", or "the squirrel lives in the tree". For examples of Path Tracing, see Appendix II.
2. Connect dots that are in the shape of a tree. Ditto these so child can have several copies. Color tree fall colors - stay in the lines.

F. Storytelling and Fingerplay
   1. Sequence Story: "The Tree Changes Colors"
      Develop a sequence story about a tree changing colors. Start with a green tree in summer. Have the leaves change color and fall on the ground.



G. Field Trip
   1. On a nature hike, notice all the trees. Collect leaves from the trees. Feel and smell the bark of the trees. Discriminate a big tree from a small tree.

WEDNESDAY - ACORNS

A. Unit Group Lesson - See LAP, page 71.
   1. Refer to group lesson on leaves for model of tasks and responses. Require verbalizations from each child on his particular level.

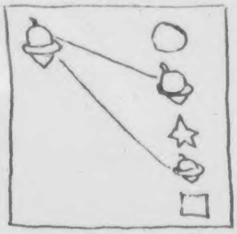
B. Music
   1. Song: "Gathering Acorns"
      Sung to tune of "Mulberry Bush"
       Here we come gathering acorns,
       Acorns, acorns.
       Here we come gathering acorns
       On a fall day.
      Song can be sung outside during the nature hike or inside during the game of "Find the Acorns". See D. games #2.
   2. Song: "Acorns Falling"
      Sung to tune of "Are You Sleeping?"
       Acorns falling, acorns falling,
       From the tree, from the tree.
       Pick up all the acorns, pick up all the acorns,
       Off the ground, off the ground.

C. Art
   1. See Monday - C. art #1.
   2. Children make an acorn collage using real acorns.
   3. Children connect dots in the shape of an acorn. Color the acorn after completed. Stay in the lines.

D. Games
   1. "Find the Acorn" - inside the classroom, children can find felt or construction paper acorns that have been hidden. They could pretend to be hungry squirrels. Outside the children can be motivated on the nature hike to find as many acorns as they can.

2. Child pretends to be a squirrel (use props of paper ears and bushy tail) and is instructed to put "one acorn in tree", "two acorns in tree", etc. Make a tree with a hole in it from poster board.
3. Children sort large and small acorns (felt or construction paper). Sort dark brown and light brown acorns.

E. Fine Motor
   1. Trace the outline of an acorn with a throat swab (paint brush or small sponge, depending upon skill of child) dipped in brown paint.
   2. Have children draw lines from one acorn to all other acorns.



F. Storytelling and Fingerplay
   1. Tell a story about "The Acorn Hunt". Two squirrels look all over the forest for acorns. They can't find the acorns although the acorns are under a tree. The squirrels look under trees, under rocks, and in the river. They even ask a bear. Finally they ask the children, "where are the acorns?" Children have seen them all along under the tree. Use pictures, a flannel board, or puppets to illustrate. Make sure the children see the acorns under the tree.

G. Nature Hike: walk around school or visit a park. Children should have paper sacks for the items they find. See B. - music #1 and D. - games #1.

THURSDAY - SQUIRRELS

A. Unit Group Lesson - See LAP, page 71.
   1. Refer to Monday's group lesson on leaves for models of tasks and responses. Require verbalizations from each child on his particular level. In the tasks involving matching and visual discrimination and tactile discrimination of the concrete object, a stuffed toy squirrel may be used.

B. Music
   1. Song: See Tuesday - B. music #3.

Old MacDonald had a farm,
E-I-E-I-O
And on this farm he had a tree,
E-I-E-I-O

1. (cont'd)
And in this tree there were some squirrels,
E-I-E-I-O
With a squirrel here, a squirrel there,
Here a squirrel, there a squirrel,
Everywhere there were squirrels.
Old MacDonald had some squirrels,
E-I-E-I-O.

2. Song: "Squirrel"
C A C A
Squirrel, squirrel
A B♭ A B♭ D C
Don't try to hide from me;
C A C A
Squirrel, squirrel,
F G F G A F
I see you in the tree.

3. Song: "The Squirrel"
G C C C C A G G
The squirrel is a pretty thing,
G A A A G E G
It carries a bushy tail;
G C C C D E E E
It eats up all the farmer's corn,
E G E C D E
And sits up in his trees,
D C C C D E
And sits up in his trees,
B E G E D C C
And sits up in his trees.

C. Art
1. See Monday - C. art #1.
2. Children paste squirrels in a tree. Teacher supplies a picture of a tree and small pictures of squirrels (animal stamps).
3. Children paste or glue fake fur on a squirrel's tail. Color in eyes. Draw whiskers (straight lines) on squirrel. Teacher supplies large outline of squirrel for each child.

D. Games
1. See Wednesday - D. games #2.
2. "Pin the Tail on the Squirrel"

E. Fine Motor
1. For examples of Path Tracing, see Appendix II.
2. Child puts glue on outline of squirrel, then sprinkles sawdust on picture. Shake off loose sawdust. Display or take home.
3. Sew a squirrel sewing card. Use brown or black yarn.

F. Storytelling and Fingerplay

1. Fingerplay: "Two Little Squirrels"

   Two little squirrels
    (thumbs of both hands point up, fingers rolled into fists)
   Sat upon a limb.
   One named Jack,
    (point with right thumb)
   One named Jim.
    (point with left thumb)
   Run away Jack,
    (Jack thumb disappears behind back)
   Run away Jim.
    (Jim thumb disappears behind back)
   Come back Jack
    (thumb returns to original position)
   Come back Jim
   (thumb returns to original position)

2. Fingerplay: "Five Little Squirrels"

    One, two, three, four, five,
    (count fingers)
    Five little squirrels sitting in a tree;
    Said this little squirrel, "What do I see?"
    (point to each finger in turn)
    Said this little squirrel, "I see a gun!"
    Said this little squirrel, "Oh, let's run!"
    Said this little squirrel, "I'm not afraid."
    Said this squirrel, "Let's sit in the shade."
    Bang! went the gun, and they all ran away.
    (clap hands slowly and hide behind back)

   If appropriate with the children's levels, the teacher may want to discuss how guns hurt animals.

3. Flannel Board: make up a simple story about a squirrel and his home in the tree. Perhaps have a baby squirrel or a squirrel "family". Tell a story about the squirrel gathering corn and nuts to eat or how they have fun chasing each other.

FRIDAY - FOOTBALL

A. Unit Group Lesson - See LAP, page 71.

1. Refer to group lesson on leaves for models of tasks and responses. Require verbalizations from each child on his particular level.

B. Music

1. Song: "A Big Football"

   Sung to tune of "This is the Way We Wash our Clothes"

    I give my friend a big football,
    Big football, big football,
    I give my friend a big football,
    A big football.

   Children form a circle. Child with ball walks around group while group sings song. At end of song, child chooses someone who in turn takes ball and repeats actions. Each child has a turn.

2. Song: "John Has a Big Football"
   Sung to tune of "Mary Had a Little Lamb"
   John has a big (little) football,
   Big football, big football,
   John has a big football,
   And he will throw it to me (classmate or teacher)
   Children sing song substituting children's names in appropriate place. Use a big and a little football. Let each child have a turn.

C. Art
   1. See Monday - C. art #1.
   2. Teacher makes a football puzzle. Children paste puzzle together on the outline of a football.
   3. Make a football player collage. Get pictures of players and footballs from sports magazines.

D. Games
   1. Play catch with the football. Use different sized footballs.
   2. Run for a touchdown. Child catches a ball (large and easy to catch) thrown by a friend. Runs to the "goal". Teacher yells, "touchdown!"

E. Fine Motor
   1. Sew a football sewing card.
   2. Outline a football with glue. Sprinkle grits (colored brown with tempera paint) over outline. Shake off loose grits. Display or take home.

F. Storytelling and Fingerplay
   1. Find a good action picture from a sports magazine. Tell a short story from the picture. Include the words football, touchdown, run.

G. Visitor
   Have a football player, who is dressed out, visit the class. Let children try on helmet and hold his football.

BOOK SUGGESTIONS FOR THIS UNIT

1. Bancroft, Henrietta, Down Come the Leaves, (Crowell: Let's Read and Find Out Science Book Series)
2. Crockett-Johnson, The Carrot Seed, (Harper and Row)
3. Sepp, Charles and Martha, Let's Find Out About Fall, (Franklin Watts)
4. Udry, Janice May, A Tree Is Nice, (Harper and Row, 1956)

6

UNIT - CLOTHING

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - HAT

A. Unit Group Lesson - See LAP, page 72.

(Match Objects)	1. Children will match hats by holding up a hat next to the teacher's hat. The child will verbalize or approximate verbalization of "hat" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "hat", "a hat", or "it is a hat".
(Discriminate Objects)	2. Children will discriminate a hat from another article of clothing and then from two other articles of clothing. Teacher will request, "find the hat" or "touch the hat". "What did you find?"
(Discriminate Own From Others)	3. On a table will be a child's hat. That child will hold up the hat when the teacher requests, "find your hat, (child) ". Proceed to have the child "find" his hat from two hats, then three. If appropriate, put all of children's hats on table. Ask child to find his hat from all of the hats.
(Discriminate Pictures)	4. Children will discriminate picture of a hat from another picture and then from two other pictures. Teacher will request, "find the hat" or "touch the hat". "What did you find?"
(Associate With Body Parts)	5. Have a poster with one, two, three, four, or more body parts illustrated. Child is given a picture of hat. Teacher asks "where does the hat go?" Teacher helps child, if help is needed, put picture of hat on picture of head. Child will respond "head", "on (the) head", or "the hat goes on the head". Teacher may also ask "do you wear a hat on your head?" or "what do you wear on your head?"
(Associate With Others Clothing)	6. Have a box of clothing within reach of the children. Present a situation, e.g. it is snowing outside. Teacher asks, "what would you wear with this hat to go outside and play?" Child will get an appropriate article of clothing (coat, gloves, scarf) from the box.
(Associate with Boy or Girl)	7. a. Have two hats available--a boy's hat and a girl's hat. A boy and a girl stand up in front of the group. The teacher gives a hat to another

child and requests "put the hat where it belongs". Child will put the boy's hat on the boy and the girl's hat on the girl. Teacher may hold up a hat and ask "who wears this hat, a boy or a girl?" Children answer "a boy" or "a boy wears that hat".

b. Have a poster with a picture of a boy and a girl. Give the child a picture of a boy's hat or a girl's hat. Ask, "who wears this hat?"

(Associate With Weather)

8. Use three large pictures depicting warm, sunny weather, rainy weather, and snowy weather. Teacher holds up a rain hat. Teacher asks, "when do you wear this hat?" Child may respond by pointing to correct picture or saying "rain", "in the rain" or "when it rains". Hold up a second hat--a knit hat. Repeat question. Pointing to picture of a warm day, "do you wear a hat when it is hot?" Child responds, "no". Pointing to picture of rainy day, "do you wear a hat when it rains?" "Yes." "Do you wear a hat when it snows?" "Yes."

(Classify As Clothing)

9. On a poster (blackboard, bulletin board, etc.) the teacher has three pictures of groups of objects (clothing, toys, food). Each child is given a picture of a hat. The teacher asks, "where does the hat belong, with the toys, with the food, or with the clothing?" Child will place his picture with the clothing picture and say "clothing".

B. Music

1. Song: "We Put on Our Hat"--sung to the tune of "This Is the Way We Wash Our Clothes"

Verse 1--We put on our hat when it is cold,
when it is cold, when it is cold;
We put on our hat when it is cold,
early in the morning.
Verse 2--We put on our hat when it is rainy
Verse 3--We put on our hat when it is snowy

Teacher and children pantomime putting hat on head. Teacher and children may want to make-up new verses or vary the ones given, e.g. (child) puts his hat on his head.

2. Song: "When He Puts on His Hat"--sung to the tune of "Oh, Do You Know the Muffin Man?"

When (child) puts his hat on, his hat on, his hat on;
When (child) puts his hat on, we will clap for him.

Child puts on hat. Teacher and children clap after he does it.

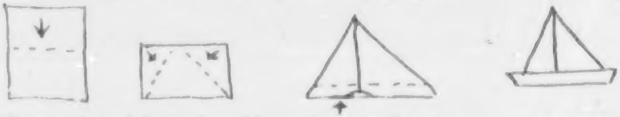
3. Song: sung to the tune of "Mary Had A Little Lamb". Make-up a song using the children and what they are wearing as the subject of the song. Example: Janet has a blue and white hat.

Song: Janet has a blue and white hat, blue and white hat,
blue and white hat.
Janet has a blue and white hat and
it is on her head.

The children will be very proud of their clothes, regardless of how new, old, large, small, or dirty they are.

C. Art

1. Make a soldier hat by folding paper.



Teacher should help the child fold and crease the paper. Staple it to keep it together. Children can decorate. Make out of construction paper, newspaper, paper sack, etc.

2. Children cut or tear pictures of hats from catalogs. Children paste the pictures on paper.
3. Children get a paper with a picture of a girl and one with a picture of a boy. Teacher gives children a collection of pictures of boy's and girl's hats. Children paste the hats on the appropriate page.

D. Games

1. Children try on different hats, e.g. nurse's cap, fireman's hat, policeman's, father's hats, mother's hats, chef's hat, etc. They can tell what the person who wears the hat does.
2. Put all the children's hats in a pile on the table. Child matches each hat to its owner. Every child should get a turn at matching.
3. Children sort pictures. Teacher gives a child twenty pictures of various objects, including clothes. Children sort the pictures--pulling out clothing items, especially hats, and putting them in a clothes box (shoe box, cigar box, etc.)

E. Fine Motor

1. Children put their own hats on when it is time to go out.
2. During dress-up period give children a variety of hats to try on. Have the children put the hats on themselves.

F. Storytelling

1. Flannel Board: have the figures of a boy and a girl. Have available the different types of clothing. Children, one at a time, put an article of clothing on figures. As they put on the clothing the teacher may ask, "what are you putting on the boy's head?" Child responds appropriately. Teacher may ask, "what do you want to put on the boy, ___(child)___?" Child responds. Teach asks, "where does it go?"
2. Have the following hats on display for the children to see: ski hat, rain hat, football helmet, man's hat, woman's hat, baseball hat, etc. Children should try on the hats. Teacher then holds up a hat and asks children, "who wears this hat?" Children respond to question.

TUESDAY - COAT

A. Unit Group Lesson - See LAP, page 72.

1. Refer to group lesson on hat for model of tasks and responses. Require verbalizations from each child on his particular level. For task #8 (associate with weather) use a raincoat and an overcoat.

B. Music
  1. See Monday B. music #1.
     Verse 1--We put on our coat when it is cold
     Verse 2--We put on our coat when it is snowy
     Pantomime putting on coats.
  2. See Monday B. music #2. Teacher may need to help child put on his coat.
  3. See Monday B. music #3. Example: David is wearing a coat with three big buttons. Song: David has a coat with three buttons.

David has a coat with three buttons,
coat with three buttons,
coat with three buttons;
David has a coat with three buttons,
and he's wearing it. BIG BUTTONS! (exclaim)

C. Art
  1. See Monday C. art #2.
  2. Teacher pastes coats of different colors on paper. Children get this paper and a collection of different colored hats. Children paste the hats with the coats matching color.
  3. Teacher gives children pictures of a child wearing a coat. Children either decorate the coat the way they want or follow instruction of teacher, e.g. "color the coat blue".

D. Games
  1. Dress doll with a coat and hat. Pretend he or she is going to the store and it is very cold outside.
  2. Put all of the children's coats in a pile on a table. Child matches each coat to its owner. Every child should get a turn at matching.
  3. See Monday D. games #3.

E. Fine Motor
  1. Children draw buttons or paste real buttons on a picture of a coat.
  2. Children learn to put on and take off their coat. They can also practice buttoning and unbuttoning.
  3. See Appendix III for examples of cue sheets. Children find as many coats as possible that are on the page. Have one page of boy's coats and one of girl's coats.

F. Storytelling
  1. See Monday F. storytelling #1.
  2. Show the children a large picture of a family dressed up to go out. They have on their coats and hats. Teacher asks children to describe how they are dressed and where they might be going.

WEDNESDAY - SHOE

A. Unit Group Lesson - See LAP, page 72.
  1. Refer to group lesson on hat for model of tasks and responses. Require verbalizations from each child on his particular level. For task #6 (associate with other clothing) have child pick an item from a table of clothing items. Teacher asks, "what do

you wear with shoes?" Child will pick up a pair of socks. Teacher may hold up various items and ask, "do you wear gloves with shoes on your feet?" For task #8 (associate with weather) use a sandal (warm weather), a rain boot (rainy weather), and heavy saddle oxford-type shoe (cold weather).

B. Music
  1. See Monday B. music #1.
     Verse 1--We put our shoes on our feet
     Pantomime putting on shoes.
  2. See Monday B. music #2.
  3. See Monday B. music #3. Example: Jane is wearing blue tennis shoes.
     Song:

Jane is wearing blue tennis shoes,
  blue tennis shoes, blue tennis shoes.
Jane is wearing blue tennis shoes,
  with stripes on the side. (or on her feet!)

C. Art
  1. Teacher gives each child a page with a series of shoes pasted on it. Only one shoe from a pair is pasted on the paper. The remaining shoe is in an envelope. Children take the shoes from the envelope, match them to the shoe on the page, and paste them down.
  2. See Monday C. art #2.
  3. Children match pictures of shoes to outlines of shoes that are drawn on construction paper. Use pictures of sneakers, boots, sandals, men's shoes, high heels, etc.

D. Games
  1. See Tuesday D. games #2. Use one shoe from each child. Child who is "it" takes a shoe from the pile and places it next to the owner's foot (matching shoes).
  2. Lotto: Children use lotto cards with picture of clothes. Teacher can make lotto cards using index cards cut to size and pictures from catalogs pasted on the cards. Only a few are needed.
  3. "Find Your Shoe." Teacher takes one shoe from each child and hides them all at one time. Child looks for his shoe. When he finds it, he puts it on and sits in his chair.

E. Fine Motor
  1. Children "lace" a shoe sewing card.
  2. Children learn and practice putting on and taking off their shoes.
  3. Children learn and practice tying (or buckling) their shoes.

F. Storytelling
  1. See Monday F. storytelling #1.
  2. Tell the Mother Goose story, "The Little Old Lady Who Lived in A Shoe". Use a flannel board to illustrate the story.

THURSDAY - SWEATER

A. Unit Group Lesson - See LAP, page 72.

1. Refer to group lesson on hat for model of tasks and responses. Require verbalizations from each child on his particular level. Exclude task #6 if it seems to confuse the children.

B. Music
  1. See Monday B. music #1.
     Verse 1--We put on our sweater when we are cold
     Pantomime putting on sweater.
  2. See Monday B. music #2. Teacher may need to help child put on his sweater.
  3. See Monday B. music #3. Example: Ann is wearing a green and white sweater.
     Song:
     Ann is wearing a green and white sweater,
       green and white sweater, green and white sweater.
     Ann is wearing a green and white sweater,
       and it is nice and warm.

C. Art
  1. See Monday C. art #2.
  2. Have children draw, paint, or paste on buttons on a picture of a sweater.
  3. Teacher supply children with a ditto page of children wearing sweaters. Children follow teacher's directions, e.g. "color the boy's sweater green", "color the girl's sweater blue", etc.

D. Games
  1. See Monday D. games #2.
  2. See Monday D. games #3. Children sort pictures of sweaters, shoes, and hats. To make the task more difficult use pictures of sweaters, jackets, and long-sleeve shirts.
  3. See Wednesday D. games #2.

E. Fine Motor
  1. Children put on their own sweaters when it is time to go out.
  2. Children learn to button their sweaters.

F. Storytelling
  1. See Monday F. storytelling #1.
  2. Play dress-up. Teacher presents a piece of clothing and asks question, "who wears it?" Teacher and children talk about it. "Try it on." "It's too big." "It's too little." "It fits." If appropriate, have children tell a short story about the article of clothing. Teacher may give an idea, e.g. "did you buy the sweater at a store? Tell us how you bought the sweater."

FRIDAY - GLOVES

A. Unit Group Lesson - See LAP, page 72.
  1. Refer to group lesson on hat for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music

1. See Monday B. music #1.
   Verse 1--We put our gloves on our hands
   Pantomime putting on gloves.
2. See Monday B. music #2. Change song to mittens if child wears them instead of gloves. Teacher may need to help child put on his gloves (mittens). Example: John has gloves with snowmen on them. Song:

   John has gloves with snowmen,
   snowmen, snowmen.
   John has gloves with snowmen,
   and they keep his hands warm.

C. Art
1. See Monday C. art #2.
2. Teacher draws around children's hands and fingers to make a picture of a pair of gloves (or fingers together to make pictures of a pair of mittens). Children color the gloves.
3. Children paste a pair of "gloves" (construction paper) on a pair of hands. Children must put right glove on right hand and left glove on left hand.

D. Games
1. See Wednesday D. games #1. Children should have on one of their gloves. The child who is "it" takes a glove from the pile and places it next to the owner's hand (matching gloves).
2. Children assemble a puzzle of a gloved hand.
3. See Wednesday D. games #2.

E. Fine Motor
1. Children put on their gloves when it is time to go out.
2. Children outline the picture of a glove with glue.

F. Storytelling
1. Tell the story of "The Three Little Kittens" who lost their mittens. Use pictures to illustrate. Teacher should dramatize.
2. Fingerplay: "Mittens" by Marion F. Grayson

   Slide your fingers into the wide part, (hold right hand forward, palm fingers together--thumb apart)
   Make your thumb stand alone and tall.
   When you put your mitten on, (slide left hand over grouped fingers and then over thumb)
   You won't feel cold at all.

   Have children use their mittens as they follow the directions. Discuss when you wear mittens and gloves.
3. Sequence Story: See G. field trip #2. Tell the story after the visit. Have children arrange pictures of trip in correct order.

G. Field Trip
1. Visit a clothing store. Visit the men's, women's, children's, and baby's departments. Look at clothes in the store. Have children try on clothes (hats, sweaters). Teacher and children should exclaim how nice the child looks. Have children look

in the mirror. Discuss trip at school.

2. Take pictures at the clothing store. Have pictures of children trying on clothes, looking in mirror, etc.

7
UNIT - CLOTHING

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - PANTS

A. Unit Group Lesson - See LAP, page 74.

(Match Objects) 1. Children will match pants by holding up a pair of pants next to the pair of pants the teacher is holding. Doll clothes may be used in the group lesson. The child will verbalize or provide approximate verbalization of "pants" to teacher's request and model. Teacher may ask, "What is this?" Child will respond, "pants", "It is pants."

(Discriminate Objects) 2. Children will discriminate a pair of pants from another article of clothing and then from two articles of clothing. Teacher will request, "Find the pants." or "Touch the pants." "What did you find?"

(Discriminate Own From Others) 3. Teacher lables child's pants. "This is (child's) pants." Teacher touches pants. "(Child), touch your pants." "This is (another child's) pants." Teacher touches another child's pants. "(Child), touch (another child's) pants." Teacher may ask, "Where are (child's) pants." or "Touch (child's) pants."

(Discriminate Picture) 4. Children will discriminate a picture of a pair of pants from another picture and then from two other pictures. Teacher will request, "Find the pants." or "Touch the pants." "What did you find?"

(Associate With Body Parts) 5. Have a poster with one, two, three, four, or more body parts illustrated. Child is given a picture of a pair of pants. Teacher asks, "Where do the pants go?" Teacher helps child, if help is needed, put the picture of the pants on the picture of the legs. Child will respond "legs", "on the legs", or "The pants go on the legs." Teacher may also ask, "Do you wear pants on your legs?" or "What do you wear on your legs?"

(Associate With Other Clothing) 6. Have a box of clothing within reach of the children. Present a situation, e.g., getting ready for school. Teacher asks, "What would you wear with the pants when you go to school?" Child will get a blouse or shirt from the box.

(Associate With Boy or Girl) 7. a. Have two pair of pants available - boy's pants and girl's pants. Doll clothes can be used, but have the dolls available also. Using doll clothes, the teacher gives a child a pair of pants and requests, "Put the pants on the doll." The child puts the boy's pants on the boy doll and the girl's pants on the girl doll. Teacher may hold up a pair of pants and ask, "Who wears these pants, a boy or a girl?" Children answer, "Boy", "a Boy" or "A Boy wears the pants." If children can not associate, present pants to the child. "These are boy's pants." The pants should definitely be masculine looking (fly, dungaree material, etc.) and feminine looking (flowers, lace, etc.)

b. Have a poster with a picture of a boy and a girl. Give the child a picture of a pair of boy's (girl's) pants. Ask, "Who wears the pants?"

(Associate With Weather)

8. Not applicable.

(Classify As Clothing)

9. On a poster (blackboard, bulletin board, etc.) the teacher has three pictures of groups of objects (clothing, toys, foods). Each child is given a picture of a pair of pants. The teacher asks, "Where do the pants belong, with toys, the food, or the clothing?" Child will place his picture with clothing picture and say "clothing".

B. Music

1. Song: "Put On My Pants"
Sung to tune of "Campbell's Soup Song"
Verse 1 - Put on my pants,
Put on my pants,
This is the way
I put on my pants.
Verse 2 - Dressed for school,
Dressed for school,
Now I am
Dressed for school.
Teacher and children pantomime putting on different articles of clothing.

2. Song: "This Is The Way I Put On My Pants"
Sung to tune of "This Is The Way We Wash Our Clothes"
This is the way I put on my pants, put on my pants,
Put on my pants.
This is the way I put on my pants,
Zip, zip, zip!
Teacher and children putting on pants and zipping them.

C. Art

1. Make a pants collage. Children tear or cut out pictures of pants and paste them on paper. Children can paste them on a large posterboard for a group project. Display poster in room.
2. Teacher gives children large ditto outline of boy and girl. Children paste various articles of clothing on outline. Vary the activity by having the children color on the clothing.

3. Make a puzzle of a boy and a girl. The puzzle pieces are the different articles of clothing and the body parts, e.g., for a boy the puzzle pieces would include a hat, head, sweater, (or shirt), pants, and two shoes. Pajamas and swimsuits can be represented in the same manner.

D. Games
  1. Teacher takes a piece of doll clothing (pants) from a box of clothing and names it. A child finds another article just like the teacher's. The child names it and puts it on a doll.
  2. Children play "dress-up" like Mommy and Daddy. Have a box of old clothes with Daddy's pants, Mommy's dress, etc.
  3. "Go Fishing" - Children reach in a box and pull out an article of clothing. Teacher asks question, "Where do you wear a shirt?" etc. Vary the game by using a box of accessories, e.g.: necklace, bracelet, ring, glasses, tie, belt, pin, earings, gloves, etc.

E. Fine Motor
  1. Children put on and take off their own pants during toileting. Teacher may want to help until child can be entirely on his own.
  2. Have children zip their zippers in their pants.
  3. Have children outline with glue a pair of pants in a picture. Sprinkle colored grits on the glue and shake off excess. Display picture.

F. Storytelling
  1. Sequence Story - Pictures are selected showing a boy or a girl getting dressed. Teacher talks about what child puts on first, second, etc. Each child has a turn putting the pictures in order. Start the story with three pictures. Make task more difficult by increasing the number of pictures.
  2. Group Activity (Show and Tell) - Children voluntarily stand in front of the class and show the clothes they are wearing. They also label and describe what they are wearing. Teacher and children make comments, "Oh! That's pretty." "I like your pants."

TUESDAY - DRESS

A. Unit Group Lesson - See LAP, page 72.
  1. Refer to Monday's group lesson on pants for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
  1. See Monday, B. Music, 1.
     Boys sing about putting on pants, shirt, and shoes. Girls sing about putting on pants, shirt, blouse, dress, and shoes. Children pantomime actions of dressing as they sing. End the song with Verse 2.
  2. See Monday, B. Music, 2. "This is the Way I Put on My Dress. . ."
  3. Sing: "Are You Wearing?"
     Sung to tune of "Are You Sleeping?"
      Are you wearing,

Are you wearing,
A dress, a dress?
Yes, I am wearing,
Yes, I am wearing,
A dress, a dress.

C. Art
1. See Monday, C. Art 1, 2, 3.
2. Teacher gives children an envelope of clothing picture (cut from catalogs). Children pick out the dress pictures and paste on paper.
3. Teacher gives children an envelope of cut-outs of dresses. Each dress will be shaped and sized differently. Children match and paste dresses to dress outlines.

D. Games
1. Children put together a boy's body puzzle. They name the article of clothing they have, e.g.: "boy's pants", or "I have the boy's pants." Use either a commercial puzzle or a puzzle made in class.
2. See Monday, D. Games 1, 2, and 3.
3. During transition from one activity or location to another use the following game: Teacher requests: "All children wearing dresses line up at the door." "All boys wearing tennis shoes go to the snack table." etc.

E. Fine Motor
1. Teacher draws a dress on the blackboard. Children take turns drawing circles for buttons and straight lines for stripes on drawing.
2. Children paste buttons on construction paper dress. Then, they use crayons to decorate dresses. Teacher supplies "dresses".
3. For examples of path tracing, see Appendix II. Take a girl to her dress in the closet.

F. Storytelling
1. See Monday, F. Storytelling 1 and 2.
2. Puppets: Using puppets, develop a story about a little girl who goes to the store to buy a dress. At the end of the story have the puppet talk to the children. Include such things as "Mary, I like your red dress." "Children with shoes on, stand up."

WEDNESDAY - BLOUSE

A. Unit Group Lesson - See LAP, page 72.
1. Refer to Monday's group lesson on pants for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
1. See Monday, B. Music 1 and 2.
2. See Tuesday, B. Music 1 and 3.

3. Sing: "Button Your Blouse"
   Sung to tune of "Are You Sleeping?"
   Button your blouse
   (Have children button their blouses)
   Button your blouse
   Up the front
   Up the front
   Button your blouse
   Button your blouse
   Up the front,
   Up the front.

C. Art
   1. See Monday, C. Art 1, 2, and 3.
   2. See Tuesday, C. Art 2 and 3.
   3. For examples of cue sheets, see Appendix III. Children color in the blouses on the page.

D. Games
   1. See Tuesday, D. Games 1.
   2. See Monday, D. Games 1, 2, and 3.
   3. Game: "Go Touch" - Teacher requests children to touch different articles of clothing, e.g.: "Go touch Mary's dress." Children take turns being teacher.

E. Fine Motor
   1. See Tuesday, E. Fine Motor 1. Teacher draws a blouse.
   2. See Tuesday, E. Fine Motor 2. Children use construction paper "blouse".
   3. Children button their own blouses. If buttons are too small to manipulate a small vest with large buttons and button holes can be made for buttoning practice.

F. Storytelling
   1. See Monday, F. Storytelling 1 and 2.
   2. See Tuesday, F. Storytelling 2.

THURSDAY - PAJAMAS

A. Unit Group Lesson - See LAP, page 72.
   1. Refer to Monday's group lesson on pants for model of tasks and responses. Require verbalizations from each child on his particular level. Exclude task 8.

B. Music
   1. Sing: "Put Your Pajamas On"
      Sung to tune of "Hokey Pokey"
      You put your pajamas on,
      You put your pajamas on,
      You put your pajamas on,
      Before you go to bed.
      After you take a bath,
      And brush your teeth,
      You put your pajamas on and go to sleep.

2. Song: "I am Going to Bed Tonight"
   Sung to tune of "Mary Had a Little Lamb"

   I am going to bed tonight, bed tonight,
   bed tonight;
   (Rest head on hands with palms together)
   I am going to bed tonight and this is
   what I'll wear.
   (Pull article of clothing out of box)

   Teacher and children sing song and make appropriate gestures. At the end of the song, the teacher pulls an article of clothing out of box. If that article of clothing is worn to bed, the children shout "yes". If it is not, the children shout "no". Children take turns being teacher.

C. Art
   1. See Monday, C. Art 1, 2, and 3.
   2. Children draw and color in polka dots (circle) on a boy's pajamas.
   3. Children paste pajamas on the cut-out of a girl. After it dries, "put the girl to bed" by pasting her on a picture of a bed.

D. Games
   1. See Monday, D. Games 1 and 3.
   2. See Tuesday, D. Games 1.
   3. Game: "When Do You Wear This?" Teacher holds up article of clothing and asks, "When do you wear this (or name article)?" A child answers question. That child gets to hold up clothing and ask question.

E. Fine Motor
   1. Children draw polka dots on a ditto picture of pajamas.
   2. Children outline the pajamas on a child in a picture with glue. Let the glue harden to form a ridge.
   3. Children draw a bed (rectangle or square) around a boy in pajamas. Children either draw it freehand or connect dots.

F. Storytelling
   1. See Tuesday, F. Storytelling 2.
   2. Fill-In Story: Make up a simple story about a child getting ready for bed. Leave blanks in the story. Have picture to illustrate what has been left out of story. For example: "It was time for Mary to go to bed. So she went to the bathroom and took a (bath) . She dried off with a (towel) when she was finished. Finally she put on her (pajamas) and went to bed." Teacher first tells the story holding up pictures as she says the words. Then teacher tells story leaving blanks. Children can either supply the word that is missing or hold up the picture. Pictures can be displayed on a flannel board.
   3. Read a book about children going to bed. Have children find in the book the bed, children's pajamas, etc.

      Books: Goodnight Moon, by Margaret Wise Brown (Harper & Row)
      A Child's Goodnight Book, by Margaret Wise Brown (W. R. Scott)
      Bedtime for Frances, by Russel Hoban (Harper & Row)
      Here Comes Night, by Miriam Schlein (Whitman)

FRIDAY - SWIMSUIT

A. Unit Group Lesson - See LAP, page 72.
  1. Refer to Monday's group lesson on pants for model of tasks and responses. Require verbalizations from each child on his particular level.
  2. For task 8, see other Unit on Clothing, task 8. Review rainy day, cold weather clothing, and warm weather clothing.

B. Music
  1. Song: "I am Going Swimming"
     Sung to tune of "Mary Had A Little Lamb"
     I am going swimming, swimming, swimming.
     I am going swimming, and this is what I'll wear.
     (Hold up article of clothing)
     See Thursday, D. Music 2.
  2. See Monday, B. Music 2.
     Verse 1 - "Put on My Swimsuit . . ."
     Verse 2 - "Going Swimming . . . "
  3. See Monday, B. Music 2.

C. Art
  1. See Monday, C. Art 1, 2 and 3.
  2. See Thursday, D. Games 3.
  3. Game: "Squirt" - During the outside water play activity (See G. Field Trip 3), the teacher squirts the child with the "green swimsuit", the "striped swimsuit", etc. The teacher should announce who will get squirted and when they will get squirted. Some children may not want to be squirted or may just want their feet wet.

E. Fine Motor
  1. For examples of path tracing, see Appendix II. Take children in bathing suits to the beach.
  2. On a ditto sheet, child connects dots of a swim cap in a picture of a child in a swimsuit playing on the beach.

F. Storytelling
  1. See Tuesday, F. Storytelling 2.
  2. Flannel Board - The teacher pretends to own a swimsuit store. On the flannel board are the different kinds of swimsuits - big, little, red, blue, bikini, etc. Children come to the store to buy swimsuit. Children must describe the suit they want. Teacher gives it to them after description. Either felt can be cut into swimsuit or pictures from catalogs can be used.

G. Field Trip
  1. Go swimming at a local neighborhood, private or YMCA pool.
  2. Set up a plastic wading pool on the playground. Let children swim in it.
  3. Have the children change into their swimsuits and squirt them with a hose.

UNIT - HALLOWEEN

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - PUMPKIN

A. Unit Group Lesson - See LAP, page 73.

(Match Object)	1.	Children will match pumpkins (small real pumpkins or plastic pumpkins) by holding up a pumpkin next to the teacher's pumpkin. The child will verbalize or approximate verbalization of "pumpkin" to teacher's request and model. Teacher may ask, "What is this?" Child will respond, "pumpkin", "a pumpkin", or "It is a pumpkin."
(Discriminate Object)	2.	Children will discriminate a pumpkin from another object and then from two other objects. Teacher will request, "Find the pumpkin" or "Touch the pumpkin."
(Match Picture)	3.	Children will match a picture of a pumpkin to a picture held by the teacher and will verbalize or approximate verbalization of "pumpkin" to teacher's request and model. Teacher may ask, "What is this?" Child will respond, "Pumpkin."
(Discriminate Picture)	4.	Children will discriminate picture of a pumpkin from other picture and then from two pictures. Teacher will request, "Find the pumpkin" or "Touch the pumpkin."
(Figure Ground)	5.	See Appendix I for example of a Figure Ground. See C. art #3.
(Tactile Discrimination)	6.	See D. games #1.
(Closure)	7.	Refer to task #4. Children will "find the pumpkin" when presented two, then three pictures. When presented the picture of the pumpkin, it will be partially hidden. Increase the difficulty of the task by hiding more of the pumpkin.
(Mark Cue Sheet)	8.	See Appendix III for example of Cue Sheet.
(Associate with Holiday)	9.	Have four large pictures depicting four holidays (Halloween, Christmas, Valentine's Day, Easter) displayed in the room. Give each child a picture of a pumpkin. Ask the child, "Where does the pumpkin belong?" "Put the pumpkin where it belongs." Help the child fasten the pumpkin on or under the correct poster.

(Imitation "What is This?") 10. Children will be asked to verbalize or approximate verbalizations on each task.

B. Music

1. Song: "Shining Pumpkin" sung to tune of "Baa Baa, Black Sheep".
   Pumpkin, pumpkin, shining so bright,
   That's how I know it's Halloween night.
   BOO!
2. Song: "Jack-O-Lantern"
   Jack-o-lantern shining bright shining bright, shining bright,
   Jack-o-lantern shining bright, shining in the night.
3. Record: "Halloween Rhythms", PJ 15, Children's Music Center.
4. Song: "Did You Ever See a Pumpkin?" sung to tune of "Did You Ever See a Lassie?"
   Did you ever see a pumpkin,
   a pumpkin, a pumpkin?
   Did you ever see a pumpkin,
   on Halloween night?
   Repeat.

C. Art

1. Paint a pumpkin stencil with orange paint. Using black paint put on eyes, mouth, and nose.
2. Let children draw facial features on a real pumpkin. Teacher carves pumpkin following their drawing.
3. Paste construction paper pumpkin on a partially hidden outline of a pumpkin. Start with one picture to be matched and increase number and difficulty with increased skill by children. Background could be a pumpkin patch. See Appendix I for example of figure ground.

D. Games

1. Make a feely box out of a cardboard box. Cut a hole in the side. Put various Halloween articles in box. Child puts hand through hole and feels for the pumpkin. (tactile discrimination)
2. Game: "Ring Around the Pumpkin"
   Sung to tune of "Ring Around the Rosey."
   Put jack-o-lantern in center of room. Children form circle around it and sing.
3. Game: "Pin the Mouth on the Pumpkin"
   Children are blindfolded and are directed to pin the mouth on the pumpkin. Some children should not be blindfolded. Help children to the pumpkin after turning them around in circles.

E. Fine Motor

1. Paste parts on a pumpkin face.
2. Outline a pumpkin with glue. Sprinkle orange-colored grits on picture. Shake off excess. Display and take home.
3. Connect dots in a pumpkin shape. Color pumpkin orange.

F. Storytelling and Fingerplays

Book and Record: "Halloween Stories", CB 1, Children's Music Center.
After reading a story children will find all the pumpkins on a

page in book. Teacher may request, "Touch the pumpkin" or "Find the pumpkin."

1. Fingerplay: "Five Little Pumpkins"
   Five little pumpkins sitting on a gate,
   (hold hand up and move each finger as it talks)
   The first one said, "Oh my, it's getting late."
   The second one said, "There are witches in the air."
   The third one said, "But we don't care."
   The fourth one said, "Let's run and run and run!"
   The fifth one said, "I'm ready for some fun."
   Whooo-oo-oo went the wind and out went the lights, (close hand)
   And the five little pumpkins rolled out of sight.
   NOTE: A bulletin board showing five pumpkins on a gate would illustrate the story.
2. Story: Tell a story about the little pumpkin in the pumpkin patch. He grew so big that he became a jack-o-lantern in Halloween. Use pictures or felt cutouts on flannel board to illustrate.

G. Field Trip
1. Take children to a market or a farm to buy a pumpkin.

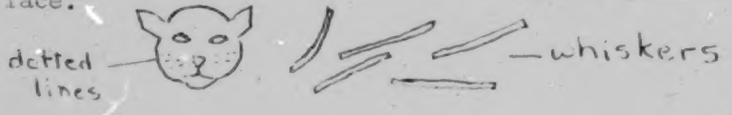
TUESDAY - BLACK CAT

A. Unit Group Lesson - See LAP, page 73.
Refer to group lesson on Monday for model of tasks and responses. Require verbalization from each child on his particular level. For tasks #1 and #2 a stuffed toy animal may be used. For task #5, see art #1. For task #6, see D. games #1.

B. Music
1. Song: "Halloween's Here" sung to tune of "Twinkle, Twinkle, Little Star"
   Halloween has come at last,
   Witches, ghosts and big black cats,
   Funny faces round a-bout,
   People laugh and people shout.
   Pumpkins shine and cats meow,
   Meow, Meow, Meow, Meow,
   BOO!
2. Song: See Monday - B. music #3.
   "Did you ever see a black cat........."
   At the end of song add "Meow".
3. Song: "Black Cat" sung to tune of "Mary Had a Little Lamb"
   Verse 1: We saw a black cat, black cat,
   black cat.
   We saw a black cat
   on Halloween.
   Verse 2: He was stretching his paws.......... (making scratching motions on table)

C. Art

1. See Appendix I for example of Figure Ground. See Monday C. art #3.
2. Paste head, tail, and legs on body of a cat. Have a finished cat available.
3. Teacher makes cat's face. Children make cat's whiskers. Depending on level of child, do the following:
    a. Child pastes precut whiskers in designated place on cat's face.



    b. Child pastes precut whiskers on cat's face.
    c. Child tears out whiskers from black construction paper and pastes on cat's face.
    d. Child cuts out whiskers from black construction paper and pastes on cat's face.

D. Games

1. Feely Box. See Monday - D. game #1. Use a toy black cat.
2. Creep, walk, jump like a cat. Use rhythm records with eerie music or Halloween music. ("Halloween Rhythms", PJ 15, Children's Music Center)
3. "Catch the Cat"
   Put cat whiskers and a black tail on a child. Everyone chases the "cat". Child who catches him gets to be the next cat. Let every child have a turn.

E. Fine Motor

1. See art #2.
2. See Appendix II for example of Path Tracing. Take black cat to pumpkin.
3. Make a cat from clay or playdough. Teacher makes body. Child makes head (ball) and/or legs and tail ("snakes").

F. Storytelling and Fingerplay

Record and Book: "Georgie's Halloween", BELS, Children's Music Center.
Record and Book: "Halloween", Rhythmic Activities for Holidays, C238, Children's Music Center.

1. Fingerplay: "Cat and Kittens"

   There is a cat, smooth and black (hold up thumb)
   With her kittens four, (hold up four fingers)
   She went to sleep on the floor (close hand)
   By the kitchen door.

2. Fingerplay: "Black Cats"

   Two big black cats, (thumbs of both hands pointing up, fingers
   Sat upon a wall. rolled into fists)
   One named Peter (point with right thumb)
   One named Paul. (point with left thumb)
   Run away, Peter (Peter thumb disappears behind back)
   Run away, Paul, (Paul thumb disappears behind back)
   Come back, Peter (return thumb to original position)
   Come back, Paul. (return thumb to original position)

   NOTE: Teacher can make finger puppets to illustrate.

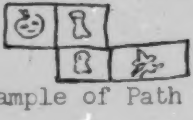
WEDNESDAY - WITCH

A. Unit Group Lesson - See LAP, page 73.
Refer to group lesson on Monday for model of tasks and responses. Require verbalization from each child on his particular level.
Exclude tasks #1 and #2, unless dolls can be found to use.
For task #5, see C. art #1. For task #6, see D. games #1.

B. Music
1. Song: See Monday - B. music #3.
"Did you ever see a witch ...."
2. Song: "Little Witch" sung to tune of "I Had a Rooster"
I had a little witch by the garden gate,
And that little witch was my playmate.
That little witch went whoo, whoo, whoo,
Whoo, whoo, whoo, whoo, whoo, whoo, whoo.
3. Song: See Tuesday - B. music #1.

C. Art
1. See Appendix I for example of Figure Ground. See Monday - C. art #3.
2. Paste a black hat on a witch. Teacher draws witch on construction paper - "Put the hat on the witch's head."
3. Children "paint" hair on witch picture with glue. Place thick, black yarn on glued section for the witch's hair.

D. Games
1. Feely Box. See Monday - D. games #1.
2. Game: "Ring Around the Witch" sung to the tune of "Ring Around A Rosey". Children form circle. They sing and walk around "witch" in center. Child in center should be wearing a witch's hat and cape and riding a broom. Every child should have a turn.
3. Lotto Game: Prepare Lotto cards using Halloween stickers. Children match cards.



E. Fine Motor
1. See Appendix II for example of Path Tracing. Take witch on broom for a ride in the sky.
2. Children outline witch's broom with glue. Shake brown-colored grits on outline. Shake off excess. Display picture.

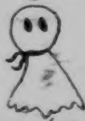
F. Storytelling and Fingerplay
1. Fingerplay: "Halloween Witches"
One little, two little, three little witches
(hold up one hand, nod fingers at each count)
Fly over the haystacks.
(fly hand in up and down motions)
Slide down clouds without any hitches,
(glide hand downward)
Heigh - ho! Halloween's here!
2. Story: Tell a story about the friendly witch who could not find her broom on Halloween night. Use props of witch's hat, witch's cape, and broom when telling story. Children may enjoy suggesting story endings.

THURSDAY - GHOST

A. Unit Group Lesson - See LAP, page 73.
Refer to group lesson on Monday for model of tasks and responses. Require verbalization from each child on his particular level. For tasks #1 and #2 use a doll or a small ghost made from a handkerchief stuffed with kleenex, and tied with string. For task #5, see C. art #1. For task #6, see D. games #1.

B. Music
1. Song: See Monday - B. music #1.
"Who is the ghost wrapped up in a sheet,
Who comes to the door, saying,
Trick or treat!"
Have a child covered in a sheet come to the door saying, "Trick or treat!" Teacher and other children sing to child.
2. Song: See Monday - B. music #3.
"Did you ever see a ghost ...."
At the end of song add "Boo!"

C. Art
1. See Monday - C. art #3.
2. Children make a ghost. Stuff one facial tissue in center of white handkerchief. Teacher ties handkerchief with a string to form head. Teacher supplies black construction paper eyes. Child pastes eyes on "ghost" or draws them with a magic marker.



3. Children spatter paint (white paint) a ghost on black construction paper.

D. Games
1. Feely Box. See Monday - D. games #1.
2. Children dress in a sheet and say "Boo!" Teacher models activity.
3. See Monday - D. games #2.

E. Fine Motor
1. Children draw eyes on a ghost drawn on blackboard.
2. Children trace over a ghost outline on black construction paper. Use white chalk or glue.
3. Children connect dots drawn in the shape of a ghost.

F. Storytelling and Fingerplay
1. Fingerplay: "The Friendly Ghost"

I'm a friendly ghost - almost!	(point to yourself)
And I can chase you too	(point to child)
I'll just cover me with a sheet,	(pretend to cover yourself, ending with hands over face)
And then call "Boo!" to you.	(uncover face quickly and then call out Boo!)

Teacher may want to use sheet to introduce fingerplay.

2. Poem: "A Ghost"
   A ghost lives in our house, in our house, in our house,
   A ghost lives in our house at Halloween time.

   Pantomime: He bumps
   and he jumps
   and he thumps.

   He knocks
   and he rocks
   and he rattles at the locks.

   A ghost lives in our house, in our house, in our house,
   A ghost lives in our house at Halloween time.
   Use pictures to illustrate or a ghost finger puppet.
3. Story: Tell a story of the friendly ghost who came to dinner on Halloween night. Use a finger puppet ghost. Make it by tying a handkerchief on index finger.

G. Snack
   Children make ghost cookies. Teacher cuts out ghost shapes and bakes. Children ice with white frosting and supply black gumdrop or jelly bean eyes.

FRIDAY - MASK

A. Unit Group Lesson - See LAP, page 73.
   Refer to group lesson on pumpkin for model of tasks and responses. Require verbalization from each child on his particular level. For tasks #1 and #2 use actual Halloween masks. For task #5 see C. art #1. For task #6, see D. games #1.

B. Music
1. Song: "Oh, Do You Have a Mask?" sung to tune of "Oh, Do You Know the Muffin Man?"
   Oh, do you have a mask, a mask, a mask?
   Oh, do you have a mask for Halloween night?

   Yes, I have a mask, a mask, a mask.
   Yes, I have a mask for Halloween night! Boo!
   After singing song children hold up masks to their faces and yell "Boo!"
2. Song: "Trick or Treating" sung to tune of "Are You Sleeping?"
   Trick or treating, trick or treating,
   Boo! Boo! Boo!
   Boo! Boo! Boo!
   Trick or treating, trick or treating,
   I scare you!
   I scare you!

C. Art
1. See Monday - C. art #3.

2. Teacher helps children make cat masks. Each child has paper bag. Teacher helps children draw a big grin for cat's mouth. Children paste on paper ears and whiskers. Teacher ties a bright bow around child's neck to hold sack in place.
3. Make trick or treat bags. Paste on Halloween decals (pumpkin, black cat, witch, ghost). Use for trick or treating.

D. Games
1. Feely Box. See Monday - D. games #1.
2. Make a tape recording of Halloween noise makers. Have child match sound to an object which is one of many objects on table. "What do you hear?" Child picks up noise maker and says, "whistle", "a whistle", or "I hear a whistle."
3. Children pretend they are trick or treating. Child goes out of room and closes door. Child knocks on door, says, "Trick or treat" or "Boo!" Teacher puts candy in child's sack and looks under mask, "Oh, it's ____(child)____!"

E. Fine Motor
1. Make a noise maker. Use two individual foil pie tins. Punch holes in both tins. Children sew tins together with open sides facing each other. Put dry beans or kernels of rice or corn inside. Teacher will need to help. Teacher ties a loop of yarn at top for handle. Circles of orange construction paper are cut to fit bottoms of pie tins. Children paste a pumpkin face on the orange cutouts. Use noise maker with mask for trick or treating.
2. Children "sew" a mask sewing card.

F. Storytelling and Fingerplay
1. Record and Book: "Halloween Stories", CB 1, Children's Music Center. Have children find the children's masks in the stories.
2. Record and Book: "Georgie's Halloween", BELS, Children's Music Center. Have children find the children's masks in the story.

G. Field Trip
1. Take children trick or treating. Notify people you will be coming so they will have candy for children. Children dress in costume or wear their masks, carry their sacks, and make noise with their noise makers. Children will say "Boo!" or "Trick or treat."

9

UNIT - PETS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - CAT

A. Unit Group Lesson - See LAP, page 72.

* Present live animal for identification and examination before lesson.

(Match Objects)	1. Children will match cat by holding up a cat (toy stuffed animal) next to the teacher's cat. The child will verbalize or approximate verbalization of "cat" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "cat", "a cat", or "it is a cat".
(Discriminate Object)	2. Children will discriminate a cat from another animal (pet) and then from two other animals. Teacher will request, "find the cat" or "touch the cat". "What did you find?"
(Match Picture)	3. Children will match a picture of a cat by holding up the picture next to the teacher's picture of a cat. The child will verbalize or approximate verbalization of "cat" to teachers request and model. Teacher may ask "What is this?" Child will respond, "cat", "a cat", or "it is a cat".
(Discriminate Picture)	4. Children will discriminate a picture of a cat from another picture of an animal (pet) and then from two other pictures. Teacher will request, "find the cat" or "touch the cat". "What did you find?"
(Figure Ground)	5. See F. storytelling #1.
(Associate Home of Pet)	6. See D. games #1.
(Associate Food of Pet)	7. Present cat food. Label the cat food for children. Teacher will ask children, "what is this?" Feed the cat. Present two kinds of pet food, including cat food, then three kinds. Teacher requests, "find the cat food" or "touch the cat food". "What did you find?" Teacher presents cat food and asks, "who eats this food?"
(Classification as Pet)	8. On a poster the teacher has two pictures--one is a picture of a group of pets; the other is a group of people (children). Each child is given a picture of a cat. The teacher asks, "where does the cat belong, with the pets or with the people?" Child will place his picture with the pet picture and say "pets".

(Associate Sounds with Pet) 9. See D. games #2.

(Verbalize Sound of Pet) 10. Present cat sound on tape. Teacher imitates sound. Teacher requests child to imitate sound. Teacher asks child, "what does the cat sound like?" Child verbalizes cat sound.

(Imitate--What Animal is This?) 11. Children will be asked to verbalize or approximate verbalizations on each task.

B. Music

1. Song: "I Love My Kitten"--sung to tune of "Down in the Valley"

Verse 1--I love my kitten (cat), my kitten loves me.
I love my kitten, my kitten loves me.
I love my kitten, meow-meow-meow-meow.
I love my kitten, meow-meow-meow-meow.

2. Song: "Old MacDonald"

Verse 1--Old MacDonald had a farm,
E-I-E-I-O
And on this farm he had a cat,
E-I-E-I-O
With a meow-meow here, meow-meow there,
Here meow, there meow
Everywhere a meow.
Old MacDonald had a farm,
E-I-E-I-O.

Children hold pictures of the various pets. A child stands when his pet is named. All children sing. Conclude song with a last verse of "Old MacDonald had some pets. . .".

3. Song: "Where Can the Cat Be?"--sung to tune of "Oh, Dear What Can the Matter Be?"

Oh, dear, where can the cat be?
Oh, dear, where can the cat be?
Oh, dear, where can the cat be?
She's in her basket (bed) asleep.

Show a picture of a cat asleep in a basket or bed.

C. Art

1. Children make a cat collage. Teacher gives children an envelope of "pet" pictures. Children choose cat pictures and paste on paper.
2. Children paste fake fur scraps on an outline of a cat.
3. Children "paint" the entire picture (simple) of a cat with glue. They sprinkle sand, bird gravel, or colored grits over the cat. The children shake off excess. Let the cat dry. Display or allow children to take home their pictures.

D. Games

1. Present cat and cat bed or cat basket (as cat's home). Have child put a picture of a cat in a picture of a cat's bed. "Put the cat in his basket (bed)." Have three pictures of pet homes (basket, bed) doghouse, birdcage, goldfish bowl, or turtle dish. Give child a picture of a cat. "Where does the cat live?" Child

will put cat in his basket (bed) and say, "basket (bed)".

1. (b) Use a pocket chart for matching animal pictures and associating an animal with his home. On a poster board, tag board, etc. arrange two rows of S pockets each. One row beneath the other. In the top row put an animal card in each row. The children put cards in the bottom row. If they are matching animals they put a cat under a cat, a dog under a dog, etc. If they are associating homes they would put basket under cat, doghouse under dog, etc. Because other pets have not been introduced, the teacher may want to use two sets of pockets--one with a cat picture and the other with a child's picture. The children can then associate cat with basket and child with house. Make more than one set of cards (a set containing one card each of the different animals, homes. etc.). By making four or five sets the children can mix up the cards like a deck of cards and more than one child can play at a time.
2. Present cat sound. Teacher models. "The cat says, 'meow'." Children imitate, "meow". Teacher asks "what does the cat say?" Children respond, "meow". Display two animals (one a cat). "Who says 'meow'?" Child will pick up cat.
3. Rhythm Game--children stand in a circle. Teacher uses a rhythm record to play appropriate music so the children can "jump like a cat, run like a dog, fly like a bird, swim like a fish, and walk like a turtle". To vary the game have a child stand in the middle of the circle and hold up picture to cue the children on how they should move (without music).

E. Fine Motor
   1. Children draw whiskers on a picture of a cat.
   2. See Appendix II--path tracing
      Take the cat to his food.
      Take the cat to her kittens.
   3. See Appendix III--cue sheets
      Use animals stamps to make cue sheet. Vary the cue sheet. The first one can have the same kind of cat pictued. The next one can have different breeds of cats pictured.

F. Storytelling and Fingerplays
   1. Find a good picture showing children at play or taking care of their pet. Tell a short story of what the children are doing. Ask the children, "find the cats (kittens)".
      (b) After reading a good book to the children, show them all the pictures again from the beginning. Teacher asks the children, "find the cat food," "find the cat's bed" etc.
   2. Flannel Board: Teacher places a cat on the flannel board with a part missing. Teacher asks, "what is missing?" Children name the part missing and place correct part on board.

G. Field Trip
   1. Visit a pet shop. Take pictures of the trip. Make a sequence story. "What happened first?" (Polaroid pictures would enable immediate reinforcement of trip.)

TUESDAY - DOG

A. Unit Group Lesson - See LAP, page 72.
   1. Refer to group lesson on cat for model of tasks and responses. Require verbalization from each child on his particular level.

B. Music
   1. Song: "Bingo"

      There was a boy who had a dog,
      and Bingo was his name,
      Oh! B-I-N-G-O, B-I-N-G-O,
      B-I-N-G-O,
      And Bingo was his name.

   2. Songs--see Monday B. music #1 and #2. Substitute "dog" and "bow-wow" for "cat" and "meow", respectively.
      Song: See Monday B. music #3. Substitute "dog' and "doghouse" for "cat" and "basket", respectively.
   3. Song: "How Much Is that Doggy in the Window?"

      How much is that doggy in the window,
      The one with the waggly tail?
      How much is that doggy in the window,
      I wonder if he is for sale?

C. Art
   1. See Monday art #1.
   2. Make a dog from marshmallows and toothpicks. A dachshund can be made by using five large marshmallows for the body, one large one for the head, and two small ones for a leg. Include some marshmallows for the children to eat.
   3. Teacher supplies a large picture of a doghouse and a picture of a dog and her puppies for each child. Children paste the "mama dog" and her puppies in the doghouse.

D. Games
   1. See Monday D. games #1.
   2. a. See Monday D. games #2.
      b. Teacher shows picture of an animal, child makes its sound.
      c. Children listen to a taped animal sound. Children find the picture from three pictures of the animal making the sound.
   3. Set up a "pet shop". Children come to the "store" and buy a pet. See Monday G. field trip (sequence story).

E. Fine Motor
   1. Teacher helps the children make a dog out of clay or play dough. Teacher makes the body and legs. Children make the head and tail.
   2. See Appendix II--path tracing.
      Take the dog to his bone.
      Take the mama dog to her puppies.
   3. See Monday E. fine motor #3.

F. Storytelling and Fingerplays
   1. See Monday F. storytelling #1.
   2. See Monday F. storytelling #2.

3. Show and Tell: children bring their pet to school. They describe it, tell what it eats, and how it sounds. Teacher reads a book about a pet like the one the child brought.

G. Snack
 1. Paste a picture of a dog on the bottom of a glass. When drink is "all gone" the child will see the dog.

WEDNESDAY - BIRD

A. Unit Group Lesson - See LAP, page 72.
 1. Refer to group lesson on cat for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
 1. Song: See Monday B. music #1 and #2. Substitute "bird" and "chirp" for "cat" and "meow", respectively.
 2. Song: See Monday B. music #3. Substitute "bird" and "cage" for "cat" and "basket", respectively.
 3. Song: "Feed the Bird"--sung to tune of "Row, Row, Row Your Boat".
  Feed, feed, feed the bird,
  Feed the bird some seed.
  Feed, feed, feed the bird,
  Feed the bird some seed.
 Sing this song while feeding a bird in a cage.

C. Art
 1. See Monday C. art #1.
 2. Teacher supplies a cut-out of a bird with its wings spread. Children glue feathers on the bird. Teacher hangs the bird from the ceiling for display.

D. Games
 1. See Monday D. games #1.
 2. See Monday D. games #2.
 3. See Monday D. games #3.

E. Fine Motor
 1. See Appendix II--path tracing
 Take bird to his birdcage.
 2. Children connect dots that make an outline of bird. Children then paste a bird into the outline.
 3. Feather Race--children blow feathers on the floor from start to stop line. Let children race one at a time.

F. Storytelling and Fingerplay
 1. See Monday F. storytelling #1.
 2. See Monday F. storytelling #2.
 3. Fingerplay: "Two Little Birds"
  Two little birds sitting on a hill, (Close fists, extend thumbs)
  One named Jack and the other named Jill. (Talk to each thumb)
  Fly away Jack; fly away Jill. (Toss thumbs over shoulder separately)
  Come back Jack; come back Jill (Bring back fists separately with thumbs extended)

THURSDAY - GOLDFISH

A. Unit Group Lesson - See LAP, page 72.
   1. Refer to group lesson on cat for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. Song: see Monday B. music #3. Substitute "goldfish" and "bowl" for "cat" and "basket", respectively.
   2. Song: "Have You Seen My Goldfish?"--sung to tune of "Oh, Do You Know the Muffin Man?"
      Oh, have you seen my goldfish, my goldfish, my goldfish?
      Oh, have you seen my goldfish in his goldfish bowl?
      Show picture of goldfish in fish bowl.
   3. Song: see Wednesday B. music #3. Substitute "fish" and "food" for "bird" and "seed", respectively.

C. Art
   1. See Monday C. art #1.
   2. Children make a stuffed fish. Teacher supplies two fish shapes cut from construction paper. Children paste on the eyes and decorate their fish. Teacher staples around sides. Children stuff with tissue. Teacher staples closed.
   3. Children paint a fishbowl on paper (a circle). Teacher supplies them three goldfish to paste in their fishbowl.

D. Games
   1. See Monday D. games #1.
   2. See Monday D. games #2.
   3. Game: Catch the Fish. During water play children catch the fish as instructed. "Catch one fish." "Catch the blue fish." "Catch the large fish." Teacher makes different colored and sizes of fish from sponges.

E. Fine Motor
   1. See Appendix II--path tracing.
      Make the fish swim to his food.
   2. "Go Fishing." Teacher makes a "fishing rod" by tying a string with a large magnet on the end of a yardstick. "Fish" are made from construction paper with a paper clip in the mouth. The fish are put in a large fishbowl or empty aquarium tank. Children go fishing by lowering magnet into bowl. Teacher may ask, "what did you catch?"
   3. Have children glue or paste "scales" (large sequins) on a fish shape.

F. Storytelling and Fingerplays
   1. See Monday F. storytelling #1.
   2. Fingerplay: "This Is the Way the Animals Talk"
      This is the way the dog talks
      Bow-wow, Bow-wow.   (Children make animal sound)
      This is the way the cat talks
      Meow, Meow.
      This is the way the bird talks
      Chirp-chirp, Chirp-chirp.

This is the way the fish talks
(no sound) (All mouths quiet, no sound)
This is the way the children talk,
Hurrah, Hurrah.

FRIDAY - TURTLE

A. Unit Group Lesson - See LAP, page 72.
   1. Refer to group lesson on cat for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. Song: see Monday B. music #3. Substitute "turtle" and "rock" for "cat" and "basket", respectively.
   2. Song: "My Trutle"--sung to tune of "Did You Ever See A Lassie?"
      Have you seen my turtle, my turtle, my turtle?
      Have you seen my turtle with his hard shell.
   3. Song: see Wednesday B. music #3. Substitute "turtle" and "food" for "bird" and "seed", respectively.

C. Art
   1. See Monday C. art #1.
      a. Staple all collages together to make a pet booklet. Add a cover. Have the children decorate the cover.
      b. Have children paste one picture of a pet on a page. Staple them together and make a booklet.
      c. Have children paste a picture of an animal in a picture of its home. Make these pictures into a booklet.
   2. Make a collage using pet food (dry cat food, dry dog food, milk-bone, bird seed, fish flakes, turtle flakes).
   3. Make a turtle. Teacher staples two pie plates together with a head, tail, and legs in between. Children help with stapling and they decorate the shell. Instead of stapling, children could sew pie plates (or paper plates) together using green yarn. Teacher should have holes already punched in plates.

D. Games
   1. See Monday D. games #1.
   2. See Monday D. games #2.
   3. Turtle Hunt. Teacher hides turtle. Children find them. Children take turns being teacher. Initially hide them out in the open, so they can be found easily. Turtles can be hidden outside. Try a few under rocks with only a head or tail showing. "What did you find?"

E. Fine Motor
   1. Children make a turtle out of clay. Teacher helps children. Body of a turtle can be a ball. The shell can be a "pancake" layed on the body. Children scratch a design in the shell with a pencil.
   2. See Appendix II--path tracing.
      Take the turtle to the water to swim.

3. Sew a turtle sewing card.

F. Storytelling and Fingerplays
1. See Monday F. storytelling #1.
2. See Monday F. storytelling #2.
3. Fingerplay: "There Was A Little Turtle" by Rachel Lindsay

There was a little turtle,	(Make a small circle with hands)
He lived in a box,	(Make a box with both hands)
He swam in a puddle,	(Wiggle hand)
He climbed on the rocks.	(Climb finger of one hand up over the other)
He snapped at a mosquito,	(Clap hands)
He snapped at a flea,	(Clap hands)
He snapped at a minnow,	(Clap hands)
He snapped at me.	(Point to self)
He caught the mosquito,	(Hold hands up, palms facing forward; quickly bend fingers shut)
He caught the flea,	(Same motion)
He caught the minnow,	(Same motion)
But, he didn't catch me.	(Bend fingers only half way shut)

UNIT - THANKSGIVING

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - TURKEY

A. Unit Group Lesson - See LAP, page 74.

(Match Object) 1. Children will match turkeys (small toy turkeys) by holding up a turkey next to the teacher's turkey. The child will verbalize or approximate verbalization of "turkey" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "turkey", "a turkey", or "it is a turkey".

(Discriminate Object) 2. Children will discriminate a turkey from another object and then from two objects. Teacher will request, "find the turkey" or "touch the turkey".

(Match Picture) 3. Children will match a picture of a turkey to a picture held by the teacher and will verbalize or approximate verbalization of "turkey" to teacher's request and model. Teacher may ask "what is this?" Child will respond, "turkey", "a turkey", or "it is a turkey".

(Discriminate Picture) 4. Children will discriminate picture of a turkey from other picture and then from two pictures. Teacher will request, "find the turkey" or "touch the turkey".

(Figure Ground) 5. Using the opaque projector and a picture of Thanksgiving dinner, teacher and child point to foods according to direction. "Find the turkey." "Show me the pumpkin pie."

(Tactile Discrimination) 6. Feely Box--teacher prepares a cardboard box with a hole in the side that is large enough for child to put in hand and bring out a toy. Teacher puts various Thanksgiving objects in box. Children are asked to "find the turkey". When they feel in the box and pull the turkey out, the teacher may respond, "good!" "What did you find?" Child may respond, "turkey", "a turkey" or "I found a turkey".

(Closure) 7. Refer to task #4. Children will "find the turkeys" when presented two, then three pictures. When presented the picture of the turkey, it will be partially hidden. Increase the difficulty of the task by hiding more of the turkey.

(Mark Cue Sheet) 8. Child will mark an "X" on, encircle, or color every turkey on a page with pictures of other

Thanksgiving objects. A "turkey" clue will be at the top of the page. The number of turkeys and objects on a page depends upon the level of the child. Initially only one pumpkin with one object (or no object) may be appropriate. Increase number as child's skill increases. For examples of cue sheets see Appendix III.

(Associate with Holiday) 9. Four posters depicting four holidays (Thanksgiving, Christmas, Valentine's Day, and Easter) will be put on bulletin board. Each child will have a paper cut-out of a turkey. Teacher asks "where does the turkey belong?" Teacher helps child put picture either on or under the Thanksgiving picture.

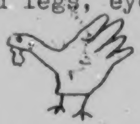
(Imitation--What Is This?) 10. Children will be asked to verbalize or approximate verbalizations on each task.

B. Music

1. Song: "Turkey, Turkey Run Away, Run Fast on Thanksgiving Day"--sung to tune of "Baa, Baa Black Sheep".
   Turkey, turkey, run away,
   Run fast on Thanksgiving Day.
   Run, run, run, run, run, run, run
   Run, run, run, run, run, run, run
2. Song: "Gobble, Gobble, Gobble"--sung to tune of "London Bridge".
   The turkey goes gobble, gobble, gobble;
     gobble, gobble, gobble.
   The turkey goes gobble, gobble, gobble;
     on Thanksgiving Day.

C. Art

1. Construct turkeys from paper plates with pre-cut paper head, feathers, and feet appropriately pasted to plate. (Plate will be the body.) Children do the pasting. Teachers supply the turkey parts.
2. Each child receives a paper plate and an envelope of Thanksgiving food (magazine pictures). Children are asked to "paste the turkey on the plate". "Put the dressing next to the turkey."
3. Children trace around their fingers or another child's fingers to draw a turkey. Add legs, eyes, etc. and color "feathers".



D. Games

1. Toy plastic foods are used to improve visual memory. Teacher selects three foods and places them on her plate. Child watches. After a few seconds she removes them and asks child to repeat her choices. Children take turn being teacher.
2. A large paper turkey with tail missing is constructed by the teacher. Red, yellow, blue, and green paper tail feathers are assembled. Teacher gives directions to children as to color and number of feathers to put on turkey, e.g., "put on red tail feather". "Find a tail feather this color." (holding up a specific color feather.)

3. A toy turkey, duck, and bird are placed on table. The sound each one makes is demonstrated and the children imitate. Child turns back and listens while teacher produces one of the sounds. Child points to appropriate one. (auditory discrimination)

E. Fine Motor
   1. Children paste feathers on outline of turkey.
   2. Children construct turkeys from apples using toothpicks for legs. Review body parts. Use toothpicks strung with raisins for feathers. When possible, let the child do the stringing. Teacher provides a paper head.
   3. Child uses small blocks to build a fence to enclose miniature toy turkeys. Number concepts are developed by asking child to place one or two turkeys inside fence.

F. Storytelling and Fingerplays
   1. Story: "Thanksgiving Dinner"
      Tell the story of a little boy and little girl getting ready for Thanksgiving dinner. They count silverware, fold napkins, and set table. Then, they sit down and serve the food. Dramatize the story. Let the children get ready for Thanksgiving dinner. Use pretend food (toy food, pictures, or imaginary food). Ask the child what he wants, e.g. "what part of turkey do you want?" "Do you need anything else?"

G. Field Trip
   1. Visit a turkey farm.
   2. Take a hike. Gather leaves. Press them and use to form the tail of a cardboard turkey.

TUESDAY - PILGRIM

A. Unit Group Lesson - See LAP, page 74.
   1. Refer to group lesson on turkey for model of tasks and responses. Require verbalizations from each child on his particular level.
   2. For task #5 see F. storytelling #1.

B. Music
   1. Song: "Pilgrim" to tune of "Did You Ever See A Lassie".

      I am a pilgrim, a pilgrim, a pilgrim
      I am a pilgrim, a pilgrim, a pilgrim
      I am a pilgrim, and I wear a hat.

      Children wear pilgrim hats which they made in art.
   2. Song: "Pilgrim Had A Big Turkey"--sung to the tune of "London Bridge".

      The Pilgrim had a big turkey, big turkey
        a big turkey;
      The Pilgrim had a big turkey and
        he kept him in a fence.

C. Art
   1. Children paste a collection of things for which we are thankful,

e.g., fathers, mothers, sisters, brothers, pets, home, etc.

2. Children paste a collection of things for which the Pilgrims were thankful, e.g., friends, food, etc.
3. Teachers help children make a pilgrim hat from construction paper.

D. Games

1. "Pin the Hat on the Pilgrim"--children put hat on pilgrim's head. Depending upon child's level, blindfold child, turn around, and lead child to pilgrim poster. Some children may just want to be turned around, not blindfolded. Give every child a chance.
2. Demonstrate giving by giving children treats and having them verbalize "thank you", or demonstrate "thank you" with gesture. "The pilgrims gave thanks for their food."

E. Fine Motor

1. For examples of path tracing, see Appendix II. Take the pilgrim to the turkey.
2. Connect dots that are in the shape of a pilgrim's hat. Have the child color the hat black.
3. Child sews a pilgrim hat sewing card.

F. Storytelling and Fingerplays

1. Display a poster of pilgrims eating Thanksgiving dinner. Tell the story of how they worked together, gathered their food, and then celebrated. Ask children to "find the pilgrims" in the picture. (figure ground)
2. See Monday F. storytelling #1. Tell story again. Let children dramatize again. Start the meal with a table blessing:

   Thank you for the world so sweet,
   Thank you for the food we eat,
   Thank you for the birds that sing,
   Thank you God for everything.

   Bow heads and fold hands. Find a picture of pilgrims praying. Display in room. Call attention to it.
3. Fingerplay: "Five Little Pilgrims" (one hand up fingers extended--move each finger as it talks)

   Five little pilgrims on Thanksgiving Day
   The 1st one said, "I'll have cake if I may",
   The 2nd one said, "I'll have turkey roasted",
   The 3rd one said, "I'll have chestnuts toasted",
   The 4th one said, "I'll have pumpkin pie",
   The 5th one said, "Oh! cranberries I spy".
   But before they ate any turkey or dressing,
   All the pilgrims said a Thanksgiving blessing. (touch hands in prayer)

G. Snack

1. Make cranberry relish--emphasize it is one of the foods a pilgrim ate on Thanksgiving. If possible, visit a grocery store and let the children shop for the ingredients.

   Recipe: 4 C. frozen of fresh cranberries
   1 orange
   2 C. sugar

   Using a food grinder, let the children grind the cranberries and orange together. Then stir in the sugar. Chill in refrigerator.

Eat on soda crackers. Let the children taste ingredients as they are used.

2. Tape a picture of a pilgrim at the bottom of the child's glass. When he finishes his drink, he will see the pilgrim.

WEDNESDAY - INDIAN

A. Unit Group Lesson - See LAP, page 74.
   1. Refer to group lesson on turkey for model of tasks and responses. Require verbalizations from each child on his particular level.
   2. For task #5 ask children to "find the Indian" and "find the pilgrim".

B. Music
   1. Song: "Ten Little Indians"--have the children wearing their Indian headdresses and carrying their drums. Each child stands up as teacher motions to him. The children can play their drums to the beat of the music. Sing about Indian boys and Indian girls.
   2. Song: "If You're An Indian"--to the tune of "If You're Happy and You Know It".

If you're an Indian and you know it,
 beat your drum, rum, tum tum,
If you're an Indian and you know it,
 beat your drum, rum, tum tum.
Rum tum-tum, rum tum-tum,
Rum tum-tum, rum tum-tum,
Rum tum-tum, rum tum-tum,
Rum tum-tum.

C. Art
   1. Make an Indian drum. Use old shortening cans with the plastic top taped down, empty oatmeal boxes, etc. Teacher covers the outside with construction paper. Have children decorate the outside. Use in music activities where appropriate.
   2. Make an Indian feather headband. Children paste feathers on strips of stiff construction paper. Teacher fastens paper around child's head with staples or paper clips.

D. Games
   1. Bean Bag Toss--children throw a bean bag in the Indian box. Teachers decorate a box with Indian pictures to make the Indian box.
   2. Children dance like Indians. One child plays the drum. Teacher dances like an Indian and the children imitate. Teacher models Indian war whoop (pat mouth while yelling). Children take turns playing drum.
   3. Obstacle Course--have children one at a time move through an obstacle course either inside or outside. At the end of the course is a teepee for the children to rest. Examples of obstacles are crawling through a tunnel, walking a balance beam, walking between taped lines on the floor, climbing up and over an indoor jungle gym, etc.

E. Fine Motor
   1. For examples of path tracing see Appendix II.
      Take the Indian to his teepee.
   2. Teach children an Indian war whoop. Children will pat their mouth with their hand as they yell.

F. Storytelling and Fingerplays
   1. Tell a simple story of Thanksgiving. Tell how the pilgrims and Indians were friends. Explain how they shared their food. Use pictures to illustrate.
   2. Fingerplay: "Ten Little Indians". Hold fingers up when appropriate. Only sing about "five Indians", if ten is not appropriate. Refer to Indian boys and Indian girls.

G. Field Trip
   1. Have an Indian visit. Try to have him or her dress in authentic Indian dress.

THURSDAY - PUMPKIN

A. Unit Group Lesson - See LAP, page 74.
   1. Refer to group lesson on turkey for model of tasks and responses. Require verbalizations from each child on his particular level.
   2. For task #5 see Appendix I on figure ground.
      Take the pilgrim to the pumpkin

B. Music
   1. Song: "Pumpkin Pie"--sung to the tune of the "Campbell's Soup Song".
      Pumpkin Pie,
      Pumpkin Pie,
      Yum, yum, yum,
      I like pumpkin pie.
   2. Song: "Taste a Pumpkin"--sung to tune of "Did You Ever See A Lassie?"
      Did you ever taste a pumpkin, a pumpkin, a pumpkin;
      Did you ever taste a pumpkin, a pumpkin pie?
      It's tasty, it's sweet;
      It's good to eat.
      Did you ever taste a pumpkin, a pumpkin pie?

C. Art
   1. Children paste a pumpkin pie puzzle onto a paper plate. (The puzzle pieces should be in pie wedge shapes.)
   2. Children paint a pumpkin orange and its stem green.
   3. Children cut out or tear out a pumpkin from orange construction paper. Teacher has pumpkin outlined in black magic marker on the paper. (fine motor)

D. Games
   1. Find the Pumpkin--teacher hides a small, plastic pumpkin in the room. Children try to find it. Initially the teacher may need to put the pumpkin in a very conspicuous place, gradually making it harder to find. Let children hide the pumpkin. "Find the pumpkin." "What did you find?"

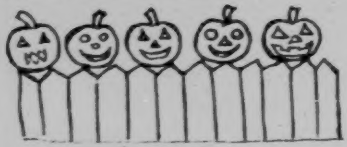
2. Pumpkin Toss--using a medium sized plastic pumpkin have the children toss a pumpkin back and forth. Have the children face each other and throw it. Make sure they are not too far away from each other. "Catch the pumpkin." "What did you catch?"

E. Fine Motor
1. Children make a pumpkin (a ball) out of orange play dough. Add green play dough at the top for the stem.
2. Children help scoop out pumpkin using hands and a spoon. Teacher keeps pumpkin for making a pumpkin pie or pumpkin cookies.
3. Children sew a pumpkin sewing card.

F. Storytelling and Fingerplays
1. Fingerplay: "Five Little Pumpkins" (hold hand up and move each finger as it talks)

Five little pumpkins sitting on a gate,
The 1st one said, "Oh, my it's getting late".
The 2nd one said, "There's a storm in the air".
The 3rd one said, "But we don't care".
The 4th one said, "Let's run and run and run".
The 5th one said, "I'm ready for some fun".
Whoooo went the wind, and out went the lights. (close hand)
And the five little pumpkins rolled out of sight.

Use a bulletin board to illustrate.



G. Snack
1. Prepare pumpkin cookies (either regular sugar cookies in a pumpkin shape or actual pumpkin cookies) or pumpkin pie. If a pumpkin pie is made, use the pumpkin carved from the fresh one used in the fine motor activity. (See E. fine motor #2)

FRIDAY - TEEPEE

A. Unit Group Lesson - See LAP, page 74.
1. Refer to group lesson on turkey for model of tasks and responses. Require verbalizations from each child on his particular level.
2. For task #5 see examples of figure ground, Appendix I.

B. Music
1. Song: "Where Does the Indian Live?"--sung to the tune of "Mulberry Bush".

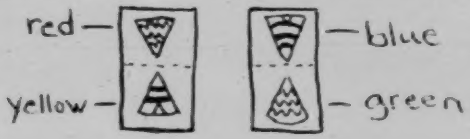
Where, oh where, does the Indian live?
Where, oh where, does the Indian live?
Where, oh where, does the Indian live?
He lives in a teepee.

2. Song: "The Big Teepee"--sung to the tune of "Mary Had A Little Lamb".

The Indian has a big teepee, a big teepee,
  a big teepee,
The Indian has a big teepee and that's
  where he lives.

C. Art
1. For examples of figure ground, see Appendix I. Vary the size of teepees matched.
2. Children make a teepee with teacher's help. Teacher cuts out paper for a teepee. Children decorate it with crayons or felt tip pens. Teacher twists paper into a cone shape and staples. Teacher or child tears or cuts out space for door. Give each child a plastic toy Indian to put in his teepee.

D. Games
1. Make a teepee inside in the block area or outside. Use a blanket thrown over a climbing toy for the teepee. Have children wear their Indian headbands and carry their drums. Pretend the children are Indians and they live in their teepee. Do an Indian dance outside the teepee using the war whoop ("Indian call"). Have the children run, hop, dance in a circle.
2. Lotto Game--make lotto cards picturing different colors and different designs of teepees. Children match teepees. Example:



E. Fine Motor
1. Children connect dots in the shape of a teepee. Paste Indian in teepee when finished.
2. Children sew a teepee sewing card.
3. Children are given a paper with a picture of a house and a teepee, and two pictures of a child and an Indian. Teacher asks, "where does the Indian live?" Children paste picture of Indian next to teepee. Teacher asks, "where does the boy (or girl) live?" Children paste picture of child next to house.

F. Storytelling and Fingerplays
1. Tell a story about a little Indian girl and a little Indian boy. They are neighbors. Use pictures to illustrate. Show where the children live.
2. Fingerplay: "Teepee"

Once there was an Indian girl, (hold up one index finger)
And a little Indian boy. (hold up other index finger)
They were very, very happy. (use index fingers to point to smile on face)
Living in their Indian teepee. (use all fingers to make a teepee shape)

11

UNIT - BUILDINGS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - SCHOOL

A. Unit Group Lesson - See LAP, page 74.

(Match)	1.	Children will match pictures of the school by putting one picture on picture held by teacher and verbalizing or approximating verbalization of "school" to teacher's request and model. "What is this?" "School," child responds.
(Discrimination)	2.	Children will discriminate picture of school from other picture, then from two pictures, and then three. "What did you find?"
(Figure Ground)	3.	Children will find picture of school in picture with other objects and buildings.
(Associate with Objects - school bus)	4.	Children will associate picture of school with objects (school bus) by findings "what goes with" school.
(Classify as Building)	5.	Children will classify school as a building by finding "buildings" in group of pictures of buildings and other objects.
(Imitation "What is This?")	6.	Children will be asked to verbalize or approximate verbalizations on each task.

B. Music

1. Song: "Come to School" (tune of Campbell's Soup commercial)
   Come to school
   Come to school
   You and I
   Will come to school.
2. Song: "The People on the Bus Go Up and Down" (Line chairs up to make a school bus. Children act out song.)
   - (1.) The people on the bus go up and down.
     Up and down
     Up and down
     The people on the bus go up and down.
   - (2.) The wipers on the bus go swish, swish, swish.
     (Hands move left to right)
   - (3.) The horn on the bus goes beep, beep, beep.
     (Children act out honking horn)
   - (4.) Add other appropriate verses.

C. Art
  1. Paste pieces of a bus on outline of bus to make complete picture. (visual perception, hand-eye coordination)
  2. Teacher makes sewing cards by reinforcing picture of school with cardboard and punching holes through which children sew colorful yarn and take home.
  3. Paste cut outs of teacher and children in picture of school room.

D. Games
  1. Children hold hands and go through obstacle course (chairs lined as path, under or over ropes, through tunnel, etc.) singing "Here we go to School" to tune of Mulberry Bush, with picture of school at end of obstacle course.
  2. Play school with children taking turns being teacher directing other children in activity.
  3. In block area build school, bring toy children and buses to school. (Fisher-Price type.)

E. Fine Motor
  1. Path Tracing--Take "child" to "school". See Appendix II for example of path tracing.
  2. Draw large map with each child's house pictured and named. Make roads (straight and curved) and have each child begin at starting point and drive toy car to own house.

F. Storytelling
  1. Flannel board--figures of children and teacher and classroom objects. Teacher tells story relating teacher figure to children figures. Children will enjoy telling story, "becoming" teacher.

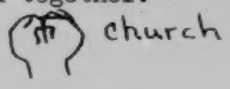
G. Field Trip
  1. Take walk around school naming various points of interest. Walk inside and outside school.
  2. Ride to other schools. This points out how schools can look different yet all be schools.

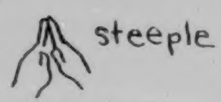
TUESDAY - CHURCH

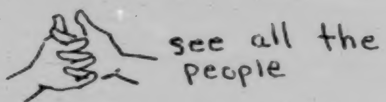
A. Unit Group Lesson - See LAP, page 74.
Refer to group lesson on school for model of tasks and responses.
Expect verbalizations from each child on his particular level.
Point out that we are quiet in church, contrast with loud outside.

B. Music and Fingerplays
  1. Using hands and fingers clasped together, child places index fingers straight up and touching, then turn hands over, open and wiggle fingers still clasped together.

Here is the church
Here is the steeple
Open the door
And see all the people.







2. To tune of "Are you Sleeping, Brother John":
   Church bells ringing
   Church bells ringing
   Ding, Ding, Dong
   Ding, Ding, Dong
   Church bells ringing
   Church bells ringing
   Ding, Ding, Dong
   Ding, Ding, Dong.
   (Children can play small bells.)

C. Art
   1. Figure ground--paste cut-out of church on partially hidden outline of church. Start with one picture to be matched and increase number and difficulty with increased skill by children. See Appendix I for example of figure ground.
   2. Put together simple puzzle of church--teacher cuts pieces and draws outline on sheet of construction paper. The place for each puzzle piece may be outlined and color coded if children need additional cues or help.
   3. Make "church" book by pasting various pictures of churches in book.

D. Games
   1. Walk on straight or curved road, made with strips of masking tape placed two feet apart, to church at the end of the road. "Stay on the road, let's go to the church." Teacher will demonstrate.

E. Fine Motor
   1. Make sewing cards of cardboard cut-outs of a church. Teacher punches holes through which children sew brightly colored yarn.
   2. Child puts glue on outline of church, then sprinkles with fingers sand or grits, colored with dry tempera paint. Shake off remaining bits and take home a picture of a church. (good tactile stimulation also)

F. Field Trip
   1. Go to one or more churches. Emphasize "quiet", sitting still in pews or chairs. Act out these concepts with teacher as model.

WEDNESDAY - GROCERY STORE

A. Unit Group Lesson - See LAP, page 74.
   1. Refer to group lesson for school for similar tasks and responses.
   2. Have children find food items from concrete objects (clothing, tools, food, animals). Do this only after a thorough explanation and demonstration of items found in a grocery store and after naming them food. Children put concrete food objects in a box painted to look like grocery store.
   3. Verbalization from each child on his level.

B. Music and Fingerplays
   1. Use the same box that was used in the group lesson. Give each child two or three common foods (milk, apple, banana, meat, corn).

Children may all have same items. Teacher holds up one item at a time (example: meat). All sing to tune of Campbell's Soup commercial:

Grocery Store
Grocery Store,
Put the meat (apple, corn, banana, etc.)
In the Grocery Store.

The child or children holding that item will come to box "Grocery Store" and put it in.

C. Art

1. Given a large picture of a grocery store and many magazine pictures of items such as furniture, flowers, tools, animals, and food, the children will find the food and paste it on the picture of the grocery store. Teacher: "Let's put food on the grocery store." Ask children to name "grocery store". Teacher demonstrates task, assists, and praises success.
2. Figure ground--pasting grocery store on outline partially hidden. See Appendix I for examples of figure ground.

D. Games

1. Set up grocery store in classroom. Find real grocery cart or use wagon, stroller or carriage. Give children play money (but do not teach the value of money--just use it as exchange for food). Bring in real cans, boxes, pictures, or real food for children to "buy". Children take turns playing the cashier, or grocery man/woman. Teacher will model (demonstrate) selecting food, putting it in cart, and paying for it.

E. Fine Motor

1. Path Tracing--take pictured food to grocery store. As mentioned in school lesson, begin with 1 1/2 inch wide horizontal path and then go to narrower paths. Some children may be ready for curved half inch paths. Large crayons, magic markers, or pieces of sponge nailed to thread spool (for child with less finger/hand control) can be used. See Appendix II for example of path tracing.

F. Reasoning

1. Flannel board--cut-outs of store with areas for meat, vegetables, fruit, etc.; cut-outs of various foods. After teacher puts one of each kind of food in appropriate place in store, children come up and place their fruits, meat, vegetables, etc. (Classification activity.)

G. Field Trip

1. Go to grocery store to buy snacks for the next week. Let each child put an item in the cart and pay at the cashier with money the teacher gives him. A child may receive change which he returns to the teacher. Activity includes selecting food, pushing cart, paying, and receiving change. Every child should participate in some way. Praise is given for participation.

THURSDAY - SERVICE (GAS) STATION

A. Unit Group Lesson - See LAP, page 74.

1. Refer to session on school for examples of tasks and responses. NOTE: Field trip to service station to get gas in car, have oil checked, windows washed, etc. might precede group lesson and strengthen concept.

B. Music
   1. To tune of "Here We Go Round the Mulberry Bush".
      This is the way we pump the gas
      Pump the gas
      Pump the gas
      This is the way we pump the gas
      Right in your car.
      Materials: toy car, garden hose--also to be used in free play during the day.

C. Art
   1. Given a picture of a service station the children will choose from various pictures of related and unrelated objects the objects related to a service station (gas pump, car, gas hose) and paste them on the picture of the station. Teacher will model task with one related picture.
   2. Children will paste pictures of cars beside gas pumps on picture of service station.

D. Games
   1. In block area set up service station. Children pretend driving cars to station, "I want gas", "Fill it up", "Regular, please". Child plays station attendent, puts gas in car, receives money, car drives away. Teacher will demonstrate by driving the first "car".
   2. Outside--draw large road in dirt (straight or curved) and designate place for service station (with box, blocks, tire, etc.). Children drive tricycles on road, stopping for gas, car wash, tire check, or other automotive work.

E. Fine Motor
   1. Draw sewing card with several cars around edge. Yarn is the gas hose and the hole is punched at the gas tank. Sewing is pumping gas! NOTE: Preposition "in" is emphasized also.

F. Field trip
   As mentioned before, the field trip may prove most beneficial as the first activity of the day.

FRIDAY - HOUSE

A. Unit Group Lesson - See LAP, page 74.
   1. Refer to lesson on school.
   2. Use doll house as concrete representation, then go to pictures.

B. Music
   1. To tune of "Mulberry Bush"

I give my friend a little house
Little house
Little house
I give my friend a little house
Little house.

Procedure: child walks around group holding small toy model of a house. He picks a "friend" and gives him the house. That child then takes a turn.

2. Children have brought in snapshots of their homes and teacher has made a bulletin board displaying them with the child's name underneath. At music time children sit in a group near bulletin board. To tune of "Oh, Tannenbaum" ("Oh, Christmas Tree") all sing and clap:

   Go find your house
   Go find your house
   Oh, Tommy,
   Go find your house.

   Child goes to bulletin board and touches his own home.

C. Art

1. Given a piece of construction paper with outline of house, children will paste on cut-out shapes in appropriate place. This can be simplified to two or three pieces or made more difficult according to level of child.
2. Build houses from scraps of wood. Glue together.
3. Figure ground--paste cut out of houses on partially hidden houses. See Appendix I for example of figure ground.

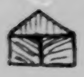
D. Games

1. Play house in housekeeping area. Children role play family members.
2. Outside: form circle, join hands, each child takes turns going in and out of circle through joined arms. Sing:

   Go in and out the window
   Go in and out the window
   Go in and out the window
   As we have done before.
3. Build house with large blocks.

E. Fine Motor

1. Teacher models building a house with small blocks, then child builds same house. Example:



3 blocks
or more

2. Path tracing--from child to house. See Appendix II for example of path tracing.
3. Paste beans one at a time within outline of house. Use different colored beans for different parts of the house.

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UNIT - MUSICAL INSTRUMENTS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - DRUM

A. Unit Group Lesson - See LAP, page 75.

	1.	Show real drum. "This is a drum."
(Use)	2.	Play the drum.
	3.	Ask each child "what is this?" Teacher may need to model the desired response: "this is a drum". For children with a one word response, "drum". Expect the response appropriate for each child.
(Pantomime Use)	4.	Children play the drum or pantomime playing in imitation of teacher.
(Match)	5.	Teacher to child "put the drum on the drum". Two objects drum, shoe--child puts drum on drum.
(Visually Discriminate Object)	6.	Child finds drum when paired with other objects (shoe, glass, maracas, bells). "Touch the drum" or "show me the drum". "What is it?"
(Match a Picture)	7.	When paired with a picture of another object, the picture of a drum is to be matched with another picture of a drum.
(Visually Discriminate Picture of Drum from Pictures of Other Objects)	8.	Start with only one other picture, then two, then three, etc. "Find the drum." "What is it?"
(Tactile Discrimination)	9.	Feely Box--place drum in a box with one other very different object. Box has hole for child's hand. "Find the drum." Child pulls it out of the box if possible. If not, teacher checks to see if response is correct.
(Figure Ground)	10.	Find drum in a busy picture and/or do figure ground in art, lesson #2.
(Closure)	11.	Hide part of the drum (picture or object). Pair with other partially hidden picture--"find the drum".
(Discrim. Sound)	12.	Do in music #1.
(Use in Rhythm)	13.	Do in music #2.

NOTE: As children participate in more activities for drum, add to verbal expectations: "drum", "a drum", "is a drum", "this is a drum".

B. Music

1. Auditory discrimination of sound of drum. Behind a screen, play various instruments one at a time. Child tells which is drum to teacher's question "is this a drum?" Begin with only two or three

instruments, the non-drum sounds being very different from the drum sound.

2. Rhythm activity--children play drums to marching record. Teacher models rhythm, children imitate. After practice march and play.
3. Beat to names of children. "Ma-ry", "Jon-a-than"

C. Art
1. Make drums: oatmeal boxes, coffee cans, masking tape, paint, sticks--balls on end of stick may be made by wrapping tape or from wooden knobs found at lumber company
2. Figure ground--see Appendix I for example of figure ground. This is a good activity for those children who need a more structured art activity.

D. Games (Gross Motor)
1. Follow the Leader--leader plays drum while marching, walking, jumping or any body movement and other children imitate.
2. Hide drum in room or on playground. Children find it.
3. Who's Playing the Drum?--three children sit with backs to group. Two children imitate playing drum, one actually plays, other children guess who is really playing.

E. Fine Motor
1. Lacing cards with drum cut out. Vary size and number of holes with ability of children. Use shoe strings or dip ends of string in Elmer's glue and let dry.
2. Path Tracing--pre-writing skills. Use magic markers, large crayons, or large paint brushes before using pencils. See Appendix II for example of path tracing.
3. Make drums out of clay.

F. Storytelling
1. Appropriate book or flannel board story. Example: boy loses drum, looks in many places, finds it in unexpected place.

TUESDAY - HORN

A. Group unit lesson - See LAP, page 75.
1. Refer to suggested activities and tasks for drum. (If possible, use a real brass trumpet or other brass horn.)

B. Music
1. Auditory discrimination--refer to drum music #1.
2. Review name and function of drum; model use of horn. Children play drum and horn while marching.
3. Play a cassette tape on which you have recorded sounds of the drum and the horn and one or two non-musical sounds. The drum and horn are in the middle of the table. When the sound of the drum is heard, the children touch the drum and say "drum". Same directions for the horn. Teacher: "Now listen carefully, children. When you hear the horn (play horn), or the drum (play drum), show me which one you hear."

C. Art
  1. Paste pieces of horn together on outline of horn. Pieces can be of various colors and child can choose the colors. Model the task by actually pasting a horn together as the children observe. "What is this?" "What do we do with it?"
  2. Figure ground--find hidden shapes of horn and paste on cut-outs of horn. Vary number and size of shapes with ability of child.

D. Games
  1. Find the horns--paste many pictures of horns around the room, some in obvious places, some not so obvious. All children look for horns and collect the pictures they find or call out when they find a picture.
  2. Follow the Leader--buy plastic horns for children. Take turns outside being "leader" for a parade. All play horns and march imitating the leader.

E. Fine Motor
  1. Puzzles--paste simple picture of a horn on cardboard and cut into pieces. Sequence the difficulty by cutting puzzles into two, three, four, and five pieces. One child may work the puzzle of two pieces while another may have the one of five pieces.
  2. Practice manipulating the valves of a real trumpet.
  3. Path tracing--see Appendix II for examples of path tracing.

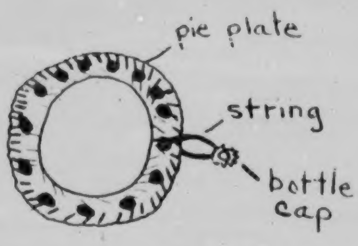
F. Storytelling
  1. Puppets--one character can't play a horn, others show him how.

WEDNESDAY - TAMBOURINE

A. Unit group lesson - See LAP, page 75.
  1. Refer to group lesson for drum for model tasks and responses.

B. Music
  1. Auditory Discrimination--refer to auditory discrimination lesson for drum (music #1)
  2. Review names and use of drum and horn, and add tambourine to group of instruments. Have a few children model use of each, then have a parade with each child choosing his instrument. March and play with or without accompanying record.
  3. Play tape on which you have recorded the sounds of the drum, the horn, and the tambourine. Place all three instruments on the table and have the children identify by touching or naming (or both) the instrument they hear.

C. Art
  1. Make tambourines--use aluminum pie plates, bottle tops, and string. Punch holes around the rims of the pie plates, and through the bottle tops. Loop a short piece of string through hole in pie plate and through bottle tops and tie. The more bottle tops you have the better the tambourine!



NOTE: If aluminum pie plates are unavailable, strong paper plates may be used.

2. A more structured activity--children paste cut-outs of tambourines on piece of construction paper on which have been drawn outlines of tambourines. Use two or three sizes as a size discrimination task.
3. Shape discrimination--children paste cut-outs of drum, horn, and tambourine on construction paper on which the three outlines have been drawn. Strengthen the follow-up on drum and horn by having children re-name those instruments and pantomime the playing of each.

D. Games
1. Relay Race--passing off the tambourine. Run, playing the tambourine. Child must say "tambourine" before he passes it on to next child.
2. Give out cards with pictures of drums, horns, and tambourines, give five to each child. Shuffle and deal so that each child has varying number of instruments. Teacher calls out a name of an instrument "drum", and children with pictures of drums throw them in a pile in the center of the table. Teacher calls names of all three instruments until one child throws in all his cards and becomes the "winner". This game works better with a small group of 3-5 children.
3. Feely Box--place one of the three instruments studied (horn, drum, tambourine) in a box with a hole in one side large enough for the child's hand. Child reaches in, feels the instrument, and tries to name it. If he can not, show him the instrument, put it back in the box and let him feel it again. Give him another turn at the same instrument later.

E. Fine Motor
1. Path Tracing--see Appendix II for examples of path tracing.
2. Making the tambourine in the art lesson is an excellent fine motor activity.

F. Reasoning
1. Place the drum, tambourine, and horn on a table with other objects (shoes, fruit, clothing, cars, etc.). Ask child to find the "things that make music" (or "things that are musical instruments" for those children on that level in language).

THURSDAY - BELLS

A. Unit Group Lesson - See LAP, page 75.
   1. Refer to group lesson on drum for model tasks and responses.

B. Music
   1. Auditory discrimination--see music #1 for drum.
   2. Review other three instruments (drum, horn, tambourine) names and how to play. Add bells and have a rhythm band.

C. Art
   1. Nail Bells--use many nails, big, medium, small, fat, thin--tie heads of nails with one end of two inch string and other end to a stick. Strike the various sized nails with a very large nail or screw to hear "bell" tones. Use at least five or six nails per child's stick.
   2. Paste cut-outs of drum, horn, tambourine, and bells onto pre-outlined shapes on sheet of paper. Have each child name the shapes.

D. Games
   1. Child is named "it" for first turn. He closes his eyes. Another child plays bells in some area of the room. "It" points to the area in which he hears the bells. Those two children choose two others to take their places.
   2. See drum, games #3 (Who's Playing the Drum?)

E. Fine Motor
   1. See art #1 (play, if not able to tie) and #2.

F. Storytelling
   1. Experience story--putting the art activity into words, the children tell what they did first, next, and so on in making the nail bells. The teacher writes it down in story form as the children tell it, then reads it back to the children. Follow reading with questions: "Now what did we do first?" "Then what did we do?"
      NOTE: For non-verbal children who are able to express ideas through gestures this will also be appropriate.

FRIDAY - CYMBAL

A. Unit Group Lesson - See LAP, page 75.
   1. Refer to group lesson on drum.
   2. Try to use child-size cymbals usually found in rhythm instrument collection.

B. Music
   1. Auditory discrimination--see music #1 for drum.
   2. Review other instruments, name and use, add cymbals and have rhythm band. If there are not enough cymbals to go around, use lids to pots or something similar.

C. Art
   1. Making cymbals
      a. Aluminum pie plates--attach piece of elastic to center for fingers.
      b. Finger cymbals--bottle caps and elastic for fingers.

2. Size discrimination--paste different sizes of round cut-outs (cymbals) on pre-outlined sheet of paper. Match to appropriate size.
3. Shape discrimination--paste cut-outs of all five instruments on pre-outlined shapes on sheet of paper.

D. Games
1. See bell games #1.
2. Rhythm Game--one child clangs the cymbals at different paces: slow, faster, very fast. All other children move to the beat: walk, slide, run, jump, etc. Give each child a turn at being the leader. Teacher may need to model responses to the beat.

E. Fine Motor
1. Sewing Cards--see drum fine motor #1.
2. Fine motor skills in art #2 and #3.

F. Storytelling
1. Flannel board--have cut-outs for the "Cymbal Family". Big cymbal, middle-sized cymbal, and little tiny cymbal--and cut-outs for drum, horn, tambourine, and bells. The cymbal family was travelling along when they met a drum (children name drum when teacher shows cut-out). "What do you do?", they ask the drum. Children say, "I say boom, boom".
"Maybe we could play together," said the cymbals.
"Clang, clang," (children and teacher pantomime playing cymbals and say "clang, clang")
"Boom, boom," (pantomime and say). The drum joins the cymbal family and they walk along. They meet the horn, (toot, toot), the tambourine (shake, shake), and the bell (ding, ding), and go through same routine for each.
At end, all play together and are happy. Hold each cut-out up, pantomime playing and saying the different sounds one after the other.

G. Field Trip
1. Plan to visit a high school band practice. Let children point out the instruments they have studied. If arrangements are made in advance, they may be able to touch or hold some of the instruments in the band.

UNIT - TOYS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BALL

A. Unit Group Lesson - See LAP, page 76.

(Match Object)	1.	Child will "put the ball on the ball" (use real balls) to verbal request from teacher.
(Discriminate Object)	2.	Child will "touch the ball" on verbal request from teacher when the ball is paired with a shoe, a book, or other different object. "What did you touch?" "Ball, very good talking."
(Discriminate Picture)	3.	Child will "touch the ball" when a picture of a ball is paired with a picture of another object. Expect verbalizations from each child.
(Tactile Discrimination)	4.	Give a box with a hole cut large enough for a child's hand on one side, the child will discriminate ball by touch when a ball and another object have been placed in the box.
(Figure Ground)	5.	The child will find a ball in a busy picture.
(Closure)	6.	When part of a picture of a ball is hidden and parts of other pictures are hidden, the child will be able to "find the ball". "What is it?" "A ball." "Good work."
(Classify As A Toy)	7.	When a group of objects, toys and non-toys are placed on a table, the child will "find all the toys". Included will be a ball.
(Indicate Function)	8.	When teacher asks, "what do you do with a ball?", the child will pantomime bouncing or throwing or kicking a ball.
(Verbalize Label)	9.	To teacher's question "what is this?" Child will say either: "ball", "a ball" or "this is a ball".

B. Snack

1. Small "balls" of fruit or candy or homemade peanut butter balls. Children name "ball", talk about big, little balls.

C. Music

1. Song: "I Give My Friend A Big, Red Ball"--to tune of "Here We Go Round the Mulberry Bush". Other words may be substituted for big (little) and red (other color). Children sit in circle, one child begins with the ball and at end of song gives the ball to his "friend". All name the friend, and he then carries ball to give to another friend while all sing the song.

2. Bounce balls to rhythm of music. "What are we doing?" "Bouncing the ball." "Good."

D. Art
1. Size discrimination--paste cut out balls of different sizes on matching outlines of different sizes.
2. With large brush and choice of colors children paint big balls on large paper.
3. Build structures with various sized styrofoam balls. Use white glue. Decorate with paint, sequins, junk.

E. Games
1. Children stand in circle with one child (or teacher at first) in center. Person in middle turns slowly, calls a child's name and tosses the ball to that child who catches it. He then takes a turn in the center and first child rejoins the circle.
2. Relay race with balls. Running relay or "over-under" relay.
3. Toss a large ball into a box or large wastebasket. Good hand-eye and gross motor activity.

F. Fine Motor
1. See D. art #1.
2. Sewing Cards--teacher makes colorful cardboard cut outs of balls, punch holes the size and number to meet child's need. Sew with shoe strings, or string with ends hardened from dipping in white glue.
3. Decorate large cut out cardboard balls (circle) by glueing on small objects such as beans, cotton balls, bits of junk jewelry, colored pop corn, etc. (A good art activity also).

G. Storytelling
1. Experience Story--"what did we do today with a ball?" As children tell what the activities were, the teacher writes what they say (in their words) on large paper.
2. Teacher holds a large ball of string one end dangling. "Once there was a big ball of string. Some children and a teacher wanted to use it. The teacher wanted to use it to tie a balloon (teacher pulls some string). And the ball got smaller, and smaller." Teacher now gives end of string to a child and he tells why he wants to use it, pulls the string more and more. All say together "and the ball got smaller and smaller". Each child has a turn to tell how he will use the string, to pull off more. Repeat together each time "and the ball got smaller and smaller". Make an ending to the story: ball was happy to be used by the children, now a tiny ball.

TUESDAY - DOLL

A. Unit Group Lesson - See LAP, page 76.
1. Refer to Monday's lesson for ball.

B. Music
1. Have three or four dolls for children to use. Children manipulate

dolls, have them "dance" to record. "Who is dancing?" "What are the dolls doing?"
2. Teacher holds a large doll, moving its legs, arms, body to music. Children do what the doll does. Use slower music at first then faster.

C. Art
1. Paste cut-outs of doll's body parts together to make a doll. Paste on pre-drawn outline or if parts are large paste together and put rubber band through head. This enables child to make the doll walk, dance or bounce. Teacher models the pasting, naming the body parts as she pastes hers together.
2. On pre-drawn outline of a large doll, children choose from bits of fabric, colored paper, beans, sequins, yarn, etc. to dress the doll and make its hair.

D. Games
1. All eyes closed. One child hides a doll in the room or on playground. Children open their eyes, and teacher asks, "who can find the doll?"
2. Have dolls in housekeeping area for family play. Use dolls that can be dressed, undressed, and bathed with water.
3. Present three dolls to group. Dolls are very different in size, color, sex, clothing, etc. Talk about the outstanding features of each, have children talk about each. Then children close their eyes, teacher hides one doll. "Which one is missing?"

E. Fine Motor
1. Dressing and undressing dolls.
2. See C. art #1 and #2.

F. Storytelling
1. Teacher uses classroom dolls to "act out" story. This provides a good model for children for pretend play with dolls on other days.
2. Show a Raggedy Ann doll. Read a story about Raggedy Ann. Be familiar enough with the story to adapt the words to the language level of the children.

WEDNESDAY - BLOCKS

A. Unit Group Lesson - See LAP, page 76.
1. Refer to Monday's lesson for ball.

B. Music
1. Play rhythm record. Children clap various sized blocks together with music.
2. Introduce sand blocks--(glue sandpaper to some blocks)--model how to use by scraping together. Children play to music.
3. March around (or between) the blocks--place large blocks a few feet apart or in two rows. By following the leader the children march to music either around or between. Introduce the prepositions by saying march around or march between the blocks. Repeat directions often.

C. Art
   1. Small group of children sit at a table. Teacher gives each child ten or fifteen small one inch wooden cubes. Teacher models different ways to build with small blocks, then children build whatever they like.
   2. Get small block-like scraps of wood at a lumber company. Children build their own imaginative structures using glue or nails. These may be painted on another day.

D. Games
   1. Have many blocks of different shapes and sizes in a conspicuous place (in middle of the floor) for the children to build houses, trains, cars, etc.
   2. Sorting by shape, size, or color into containers.
   3. Using large cardboard building blocks have a contest to see who can build the highest tower before it topples over. Give each child a turn. This can be played outside as well as inside.

E. Fine Motor
   1. See C. art #1 and #2.

F. Storytelling
   1. Show children a real brick. Pass it around the group pointing out: heavy, rough, very strong, hard to break. Emphasize that "a brick is a block also and houses can be made of bricks". Read the story of the Three Little Pigs or use flannel board characters. At end of story pass the brick around again, repeat heavy, strong characteristics and let children tell why the wolf could not blow down the house of bricks.

THURSDAY - TEA SET

A. Unit Group Lesson - See LAP, page 76.
   1. Refer to Monday's lesson on ball.

B. Music
   1. Use real tea set or children can imitate teacher who uses real tea set. Sing to tune of "Here We Go Round the Mulberry Bush".
      a. This is the way we drink our ______.
      b. This is the way we eat our ________.
      c. This is the way we cut our ________.
      d. This is the way we pour our _______.
   2. Show children a real tea pot or toy tea pot. Label handle and spout and have children name handle and spout. Children show function by pouring from tea pot. Sing song:

I'm a little tea pot
Short and stout (or fat).
Here is my handle. (arm makes handle)
Here is my spout. (arm out to side)
When I get all steamed up,
Then I shout. (blow or whistle)
Just tip me over, (bend body to side)
Pour me out.

C. Art
  1. Have three or four parts of a tea set (cup, plate, glass, fork, knife, pot) outlined on paper. Children match cut outs to appropriate outline and paste on.
  2. Children mold plates, cups, bowls and other parts of a tea set from natural clay or play dough which will harden. In a few days they may want to paint the pieces.

D. Games
  1. Give one or two pieces of a tea set to each child in a small group. "Who has a cup?" (or plate, or fork, or pitcher, etc.) "Hold it up high." "What is it?" Child verbalizes. "Show us what you do with a cup." Each child has at least one turn.
  2. Have tea set on a table when the children come in that morning and encourage them in the dramatic play of eating together, serving each other, and talking about what they are eating.

E. Fine Motor
  1. See C. art #1 and #2.

F. Storytelling
  1. For language and following directions--give a piece of the tea set to each child (small group of children). Have a small table in front of the children. Teacher holding a comical puppet: "Oh dear, oh dear, where is my tea set? I'm so hungry. Hi, boys and girls. Do you have my tea set?" Children answer. "Who has my cup?" Child holding cup says, "I have your cup" (non-verbal children hold up cup and say "c" or "cu" or "cup"). Puppet: "Please put it on the table for me." Repeat actions and verbalizations for each piece. "Oh, now I have my tea set. I can eat. Thank you boys and girls. Good bye." He begins to eat.

FRIDAY - JUMP ROPE

A. Unit Group Lesson - See LAP, page 76.
  1. Refer to group lesson for ball.

B. Music
  1. Pantomime jumping rope to rhythm record. Teacher models action by actually jumping rope.

C. Art
  1. Make jump ropes--cut rope to fit child's height. Children wrap tape round and round the ends to make hand grips.

D. Games
  1. Two children, each holding one end of a rope. Starting with rope lying on ground each child in line jumps over. When all children have had a turn the rope is raised one or two inches. Call out directions "jump" and "over", have children say these words as they complete the action.
  2. Two children, each holding one end of rope, slowly bring rope up and over head of child. Everyone calls out "jump". This

represents a beginning step in learning to jump rope.

E. Fine Motor
   1. See C. art #1.

F. Field Trip
   1. Go to a toy store. Help the children find and touch the toys you have learned about. Try to have enough money to purchase one toy from the toy store.

UNIT - CHRISTMAS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - TREE

A. Unit Group Lesson - See LAP, page 76.

(Match Object) 1. Given two toy models of a Christmas tree, one held by teacher, child will "put the tree on the tree". "This is a Christmas tree. What is this?" Child verbalizes on his level.

(Discriminate Object) 2. Child will "find the Christmas tree" when it is paired with one or two other objects.

(Match Picture) 3. Child will "put the Christmas tree on the Christmas tree" when shown two Christmas tree pictures.

(Discriminate Picture) 4. When shown a picture of a Christmas tree and pictures of other objects (not other trees), child will "find the Christmas tree".

(Tactile Discrimination) 5. Feely Box--toy Christmas tree is placed in box with another object (or two objects). Child will put his hand in and find the Christmas tree. "What did you find? Good work."

(Figure Ground) 6. Child will find Christmas tree in busy picture.

(Closure) 7. When part of a picture of a Christmas tree is hidden and paired with other partially hidden pictures the child will "find the Christmas tree".

(Mark Cue Sheet) 8. See activity for reasoning.

(Associate with Holiday) 9. Small objects including a toy Christmas tree are placed on a table. "What do we see at Christmas time?" Child finds the Christmas tree.

B. Music

1. Sing "Oh, Christmas Tree". Children walk around real tree singing. Change the words for children who cannot process original version to something like:

Oh, Christmas tree
Oh, Christmas tree
Oh, pretty, green Christmas tree.

C. Snack
   1. Serve cookies shaped like Christmas tree, use toy Christmas tree as centerpiece. Talk about shape of cookies, color of toy tree and allow children to express Christmas tree ideas.
   2. Use Christmas tree cookie cutter and make cookies, decorating with tiny candy "sprinkles". Children put on pan, go to oven with teacher.
   3. Cookie cutters--cut hole in center of shape, drop in one colored Life-Saver--when baking, Life-Saver melts, gives stained glass window effect.

D. Art
   1. Make Christmas trees. Materials: cone-shaped cups (sno-cone type), cone-shaped spindles from textile mill, styrofoam cones, paint, cotton, beads, sequins, glitter, glue.
   2. Make Christmas tree decorations for class tree:
      a. paper chains
      b. styrofoam balls--stick with toothpicks, spray paint, add glitter
      c. gum balls (from tree)--paint, add glitter
      d. egg cups from egg carton--make bells by painting, glueing on colored salt, glitter, yarn through top for hanging--attach small bell to end of yarn inside egg cup
      e. glue popsicle sticks together in various shapes, add paint, glitter, yarn for hanging
      f. see snack #3. "Stained glass" cookies may be hung on tree.
      g. make Christmas tree hats

E. Games
   1. Place toy Christmas tree (or small tree) in center of floor or outside. Run, walk, crawl, jump, gallop around the tree. Emphasize action words as well as preposition around.
   2. Hide toy trees around room or outside. Have Christmas tree hunt.

F. Fine Motor
   1. See snack #2 and #3.
   2. See art #1 and #2.

G. Storytelling
   1. Flannel board--flannel cut-out of a large (12 inch) Christmas tree, small flannel cut-outs of decorations mixed with things that are not decorations (stove, clothes, food, furniture) placed on flannel board--Teacher: "Hello, boys and girls, I am a Christmas tree." (holds up tree, and moves it around group) "I need some decorations. Can you help me?" Children and teacher: "Yes, we can help you." (Teacher puts tree on flannel board) Each child comes to flannel board, finds a decoration and places it on the tree. "Oh, thank you, Tommy." Tree thanks each child and when all decorations are on the tree is very happy.

H. Reasoning
   1. Cue Sheet--at top of paper have an outline of a Christmas

tree. Have other identical tree outlines on the paper, mixed with different objects. "Find all the Christmas trees and *mark* them with your crayon." Teacher may need to teach children how to *mark* by modeling on chalkboard or paper. Vary the number of objects different from tree according to skill level of each child.

TUESDAY - DECORATION

A. Unit Group Lesson - See LAP, page 76.
   1. Refer to group lesson for *Christmas tree*.

B. Art
   1. See art for *Christmas tree* for tree decoration ideas.

C. Fine Motor
   1. Path tracing--see Appendix II for examples of path tracing.

D. Games
   1. Pin the decoration on the tree--large tree on wall, blindfold each child, point him in the direction of the tree--pin or tape colorful decoration on tree.

E. Reasoning
   1. Classification task--place many objects on a table, some Christmas decorations, some *not* decorations. "Find all the *decorations* and put them in the box."

WEDNESDAY - SANTA CLAUS

A. Unit Group Lesson - See LAP, page 76.
   1. Teacher begins by dressing up as Santa or have someone come in dressed as Santa. See group lesson on *Christmas tree* for other tasks.

B. Music
   1. "Santa Claus Is Coming To Town"--emphasize actions in song by acting out words like "better watch out", "better not pout", "cry", use toy Santa and sleigh to act out Santa's coming to town. Sing only first verse with most pre-school children.
   2. For children with little language sing to the tune of "Where is Thumbkin?":

Santa Claus
Santa Claus
Ho, Ho, Ho,
Ho, Ho, Ho
Santa Claus
Santa Claus
Ho, Ho, Ho,
Ho, Ho, Ho.

(Modify all songs to fit the children's language ability.)

C. Art

1. On pre-drawn outline of Santa have children paste cotton on for beard, mustache, and hat trim.
2. Children paste parts of Santa's face or whole body together. Allow children to paste as they choose after modeling of task by teacher.
3. Giant poster of Santa--pre-drawn outline--children paint with large paint brushes (red, black, and colors for face). Glue on cotton for beard, mustache, hat and suit trim.

D. Games

1. On poster paper draw a large "map". Draw a house for each child with his name on it, and roads (some straight, some very curvy depending on skill). Child starts at beginning point and drives toy plastic Santa and sleigh (5 & 10¢ store) on a three inch wide road to his house.
2. Paint or draw large picture of Santa on cardboard. Cut out a large hole at the top of his bag. Children throw bean bags or ball "into Santa's bag".
3. Language activity for small groups--large grocery bag or fabric bag filled with little presents, one for each child. Teacher pretends to be Santa, calls each child up, asks him to feel the present, shake it, and guess what is in it. Child tells whole group, puts present back in bag. When each child has told what he thinks his present is, all open their own.

E. Fine Motor

1. See art #1, #2, and #3.
2. Path tracing--Santa to house. See Appendix II for examples of path tracing.
3. Figure ground--see Appendix I for examples of figure ground.

F. Storytelling

1. "Twas the Night Before Christmas"--change words unfamiliar to children. Put a lot of expression--body, facial, and vocal--into the reading.
2. Flannel board--cut-outs of Santa without a hat, Santa's hat, a boot, a box, a ball, a baby, a banana, a boy. Santa has lost his hat and is very worried. He asks the children if they have seen it. He begins to look. Children name the object as he gets to each.
   a. Is it in the boot? No-o-o
   b. Is it in the box? No-o-o
   c. Is it on the baby? No-o-o
   d. Is it under the banana? No-o-o
   e. Is it under the ball? No-o-o

   Oh dear, where is my hat? Boy is placed on flannel board: "Santa, is this your hat?" He puts it on Santa. "Ho, ho, ho, thank you little boy. Now I have my hat."

THURSDAY - REINDEER

A. Unit Group Lesson - See LAP, page 76.
   1. Refer to group lesson for tree.

B. Music
   1. Show pictures of reindeer, one with a red nose. Ask children: "which one is different?" "How is it different?" "Red nose, right." Let's sing a song about a reindeer who had a red nose: "Rudolph, the Red Nose Reindeer". If children know the song, have them play bells to rhythm of the song. For children with little language, shorten the song.
   2. Put toy reindeer in center of circle of children. Play "Ring Around the Reindeer, Ring Around the Reindeer, Reindeer, Reindeer, All Fall Down."

C. Art
   1. On pre-drawn outline of reindeer's head, child will sprinkle sand or white glue which he has spread on antlers. For fuzzy reindeer skin child will glue on fuzzy fabric. Have children verbally label antlers and other features of the head.
   2. On pre-drawn head of a reindeer children will glue twigs for antlers. Verbally label antlers.

D. Games
   1. Put rope through front of large box (sleigh). Two or three children pretend to be reindeer (headbands with paper antlers) and pull another child (Santa, with cotton beard) in box.

E. Fine Motor
   1. See art #1 and #2.
   2. Path tracing--see Appendix II for examples of path tracing.

F. Storytelling
   1. Flannel board--story of Rudolph. Reduce length of story and adapt language for your group.

G. Reasoning
   1. Cue sheet--see appendix for examples of cue sheets. (Appendix III)
   2. Classification task--place group of objects on a table, some reindeer and some non-reindeer. Have reindeer (toys) differ in size, color, position of body. Child finds "all the reindeer" and puts them in a container.

FRIDAY - STOCKING

A. Unit Group Lesson - See LAP, page 76.
   1. Use several different types of Christmas stockings. Refer to group lesson on tree for model tasks.

B. Music
   1. To tune of "Here We Go Round the Mulberry Bush":

I give my friend a stocking
Stocking, stocking
I give my friend a stocking
Christmas stocking.

Child carries stocking around circle, at end of song gives it to another child who then carries stocking as others sing.

2. Each child has a small stocking, hides it behind his back. To tune of "Where Is Thumbkin?" Sing:

   Where is a stocking?
   Where is a stocking?
   Here it is. (each child holds stocking up)
   Here it is.
   I have a stocking.
   I have a stocking.
   Here it is.
   Here it is.

   This is a good language builder with focus on pronouns it and I.

C. Art

1. Make Christmas stockings--materials: two 12 inch long felt pieces cut in simple stocking shape for each child, hole puncher, colorful yarn, white glue, felt cut-outs for decoration, glitter, and sequins. Punch holes through both pieces of felt 1/2 inch apart. The day before you use it, dip one end of measured yarn in white glue to harden for sewing. Children sew pieces together in any style and decorate.
2. Teacher cuts giant Christmas stocking out of poster paper (brown wrapping paper). Lay it on floor, children decorate by painting, pasting (scraps of fabric, cotton, junk jewelry), coloring, glittering, any way at all. Have a variety of materials available. Hang in room after decorating.

D. Games

1. Relay races--hopping, skipping, jumping, running, or walking carrying a bean to a stocking. Put bean in and run back. Must put bean in or go back to get another. Teacher holds stocking.
2. Hide stockings in room or outside. All find the stockings.

E. Fine Motor

1. See art #1 and #2.
2. Make sewing cards in shape of a stocking. Sew with yarn or string which has had ends dipped in white glue the day before, or use shoe strings.

F. Field Trip

1. Trip to department store to visit Santa. Have children identify the concepts learned this week: Christmas tree, decorations, Santa Claus, reindeer, and stocking.

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UNIT - WINTER

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - SNOW

This concept will be best taught while snow is on the ground or just after a snow.

A. Unit Group Lesson - See LAP, page 77.

(Match Concrete)	1.	Child will "put snow on the snow" when shown snow and one or two other objects. Verbalize "snow".
(Discriminate Concrete)	2.	Child will "touch the snow" when snow is paired with a shoe, or a book, then with harder discrimination, ice or cotton.
(Match Picture)	3.	Child will "put the snow (picture) on the snow" when another snow picture is paired with a non-snow picture. "What is this?"
(Discriminate Picture)	4.	Child will "touch (find) the snow" when shown one other non-snow picture then two other, and three other. "What did you find?"
(Figure Ground)	5.	Child will "find the snow" in a busy picture. Expect verbalization on child's level to "what is this?"
(Associate With Season)	6.	When shown a winter picture and a summer picture (swimming, little clothing, bright sun) child will touch and label the winter picture to teacher's question: "do we have snow in the summer or in the winter?" (points to each picture) Act out cold feeling for winter, hot feeling for summer.

B. Music

1. Song to the tune of "Here We Go Round the Mulberry Bush":

   The white snow falls down, down, down,
   Down, down, down (arms and hands move down. fingers wiggle)
   Down, down, down
   The white snow falls down, down, down
   All on the ground (move whole body to floor)

2. Song to the tune of "Are You Sleeping, Brother John":

   Make a snowball (hand motions)
   Make a snowball
   Throw it now (throwing motion)
   Throw it now
   Make a snowball
   Make a snowball
   Throw it now. throw it now.

3. Creative Rhythm/Body Movement--to soft instrumental music, children act out snow falling, drifting, blowing, coming to the ground. Teacher models movements.

C. Art
   1. Whip Ivory Flakes with a little water added using egg beater to make "snow". Children feel, squeeze, mold into shapes or use like finger paint.
   2. Cut snowflakes from folded white paper (construction paper, napkins). Hang in room.
   3. Mural for whole week, to be added to each day--large paper, leafless trees drawn on by teacher. Children glue cotton on ground to make snow.

D. Games
   1. If snow is on ground, go outside, make snowballs, play in snow.
   2. Snowball Relay--child carries "snowball" (styrofoam ball) to point, returns, hands off to next child.
   3. Snowball fight with large cotton balls.

E. Fine Motor
   1. Sewing Cards--white snowball shape--punch holes, use white string or yarn.
   2. Path Tracing--for examples of path tracing see Appendix II.

F. Snack
   1. If there is plenty of snow on the ground make snow cream. Add milk, sugar, and vanilla to snow. Let children do the stirring and serving.

G. Storytelling
   1. Flannel board--snow coming down (small paper snow flakes), covering the ground (cotton), children playing (snowballs, snowman).
   2. Read book A Snowy Day by Ezra Jack Keats.

TUESDAY - SNOWMAN

A. Unit Group Lesson - See LAP, page 77.
   1. Refer to Monday's lesson on snow for model tasks.

B. Art
   1. Children make snowman faces from paper plates, black construction paper for facial features and hats, and a stick taped to bottom for holding. Teacher models pasting tasks, then children make their own. Cut holes for the eyes, face will be held as a snowman mask.
   2. Spread glue on outline of a snowman, sprinkle grits on glue.
   3. Glue bits of cotton on outline of a snowman.

C. Music
   1. See art #1 (for Tuesday). Use snowman masks made in art. Children hold masks behind them and sing to tune of "Where is Thumbkin?":

Where is snowman?
Where is snowman?
Here I am! (hold masks in front of face)
Here I am!
I am a snowman
I am a snowman
Here I am!
Here I am!

2. See music #2 for Monday.

D. Snack
   1. Teacher models then children make marshmallow snowmen. Add raisins for eyes, nose, mouth, buttons--then eat. Teacher may need to make these the day before.
   2. Make or buy snowman cookies.

E. Games
   1. Make snowman outside.
   2. Two pictures of snowmen placed on floor first a foot apart then further. Child jumps from one snowman to the next.
   3. See games for Monday.

F. Fine Motor
   1. See art #1, #2, and #3.
   2. Path Tracing--for examples of path tracing see Appendix II.
   3. Blow styrofoam balls across table.

G. Storytelling
   1. Repeat flannel board story from Monday. Have children tell more of story this time.
   2. Flannel board sequencing story.
      a. snow falls
      b. covers ground
      c. children build snowman
      d. sun shines on snowman
      e. snowman melts, all snow is gone

      Teacher tells story first, then children help by telling "what comes next".

WEDNESDAY - SLED

A. Unit Group Lesson - See LAP, page 77.
   1. Refer to lesson on snow for model tasks.

B. Music
   1. Song to the tune of "A-Hunting We Will Go":

A-sledding we will go
A-sledding we will go
We'll hold on tight
And sit just right
And down the hill we go
We-e-e-e!

Try to have a real sled for the children to sit on. Teacher will use a small toy plastic sled to show children how sled moves down hill (draw hill on chalkboard). Teacher models singing of song as she demonstrates sled in motion.

2. For children with little language a good receptive language activity. To Campbell's soup commercial tune:

   Sammy, Sammy, (other names)
   Verse 1--Can you go and find the sled. (real sled)
   Verse 2--Put the ball on the sled.
   Verse 3--Take John to the sled.
   Verse 4--Put the book under the sled.

C. Art
   1. Figure Ground--for examples of figure ground see Appendix I.
   2. Paste cut-outs of sleds (different sizes and positions) on pre-drawn outlines which match.
   3. Play Dough--make sleds, children riding sleds.

D. Games
   1. Slide down grassy hills in boxes.
   2. Flatten out a large box, put ropes through it. Children pull other on the "sled".

E. Fine Motor
   1. See art activity for Wednesday.

F. Storytelling
   1. Have a film showing sledding. Find in library under winter fun, winter games, or winter sports.

THURSDAY - WINTER TREES

A. Unit Group Lesson - See LAP, page 77.
   1. Refer to group lesson on snow.

B. Music
   1. To instrumental record that might suggest calm then windy weather:
      a. children hold leaves (paper or real) with arms stretched upward, swaying to music
      b. teacher is the wind, goes to trees and blows hard, children sway and blow
      c. children (trees) drop leaves when wind blows, still swaying to music
   2. Children hold large pictures of winter trees. To tune of Campbell's soup commercial sing:

      It is winter.
      We have no leaves.
      Here we stand,
      Winter trees. (blow like the wind)

C. Art
   1. Make winter trees--gather twigs outside, glue several together, stick in a small cup of dirt.

D. Fine Motor
  1. See art.
  2. Follow dot-to-dot outline of a winter tree.
  3. Children blow leaves off the tree. Materials: twiggy branch off a tree, paper leaves lightly attached, container of dirt to hold the branch.

E. Storytelling
  1. Make large picture cards showing sequence of tree growth
    a. full summer tree
    b. colorful fall tree
    c. bare winter tree
    d. spring tree with green buds

  After telling the tree story, mix up the four pictures, let children put them in sequence. Then have child tell story and show the cards.

FRIDAY - COLD AND COLD WEATHER CLOTHING

A. Unit Group Lesson - See LAP, page 77.
  1. Refer to group lesson on snow.

B. Music
  1. Song to the tune of "Row, Row, Row Your Boat":

     Blow, blow, blow the wind (blow)
     Put on your hat and coat (pantomime action)
     Brrr, brrr, brrr, brrr (arms across chest)
     Winter time is here.

  2. To music with fast tempo teacher says "I'm cold (acts cold). Lets get warm." Lead children in jumping, running, galloping to music.

C. Art
  1. Add to mural started on Monday. Teacher has drawn simple figures of boys and girls standing in the snow. Children paint, color or paste on winter clothing (hats, mittens, coats, boots). Teacher: "Look at these boys and girls, they are cold. What do they need?" Children tell what they need and come to mural to show where that particular article of clothing goes. Then children dress the figures.
  2. On pre-drawn outline of boy or girl, children paste paper or fabric winter clothes. Teacher may need to have these pre-cut.
  3. Find pictures of "winter clothes" in a magazine; children cut out and paste on paper.

D. Games
  1. Set up a store with a mixture of summer and winter clothes. Send the children to the store with play money (toy play money, or money from construction paper) to buy winter clothes. Talk with them about what they buy and why it is or is not winter clothing.
  2. Feely Box--place a piece of ice and another object in a box. Child finds the thing that is cold.

E. Fine Motor
  1. See art #2 and #3 for Friday.
  2. Path Tracing--"Go on the road, take the coat to the boy who is cold"; for examples of path tracing see Appendix II.

F. Reasoning
  1. "What's Wrong With This Picture?"--picture of child in the snow with a bathing suit on. Elicit discussion from the children.
  2. Classification task--place pictures of clothing on a table, some winter clothing some summer clothing. Child will find all the winter clothing and put it in a box.

UNIT - LIVING ROOM

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - SOFA

A. Unit Group Lesson - See LAP, page 77.

(Match Concrete) 1. Child puts toy sofa on another toy sofa when shown a sofa paired with another object. "This is a sofa. What is this?"

(Discriminate Concrete) 2. Child "finds the sofa" when a toy sofa is paired with another object. "What did you find?" "Good work."

(Match Picture) 3. When shown a picture of a sofa and another object the child will match his picture of sofa to the other. Try to use sofas that are different colors and sizes. "What is this?" "Good, this is a sofa."

(Discriminate Picture) 4. Child will "find the sofa" when shown a picture of a sofa paired with a picture of another object. Pair with one other, two, then three other pictures. Rotate pictures of different sofas so that child generalizes concept sofa to sofas of different colors, sizes, and shapes.

(Figure Ground) 5. Child will "find the sofa" when shown a picture of a fully furnished living room.

(Indicate Use) 6. "We sit on a sofa. What do we do with a sofa?" "Tell me." "Show me."

(Associate with Proper Room) 7. Display pictures of a living room, bathroom, kitchen, bedroom. Give child a picture of a sofa. "Which room has the sofa?" He brings the picture to the appropriate room.

(Classify) 8. See Reasoning Activity which follows.

(Associate with Other Objects) 9. See Reasoning.

10. Expect verbalization on all tasks.

B. Music

1. To tune of "Three Blind Mice":

Three little sofas, (Show 3 toy or picture sofas)
Three little sofas,
Take one away and we have
Two little sofas. (Hide one, show two)
Repeat for two then one sofa.

2. To tune of "The Farmer in the Dell":

I walk to find the sofa (toy sofa in group of objects)
I walk to find the sofa
Hi-ho the deery-o
I walk to find the sofa.

(Substitute run, gallop, hop, skip for walk.)

C. Art
1. Children find pictures of sofas in home decorating magazines, cut out (with help from teacher if necessary) and paste on construction paper.
2. Teacher draws on large paper, one for each child, single line drawings of a furnished living room (outlined furniture). Child pastes sofa on the appropriate outlined space. Hang on display in the classroom. Each day of the week the child will paste another piece of living room furniture in the proper place.
3. On a large outline of a sofa the child will paste bits of fabric.

D. Games
1. Fish for the sofa - tie a magnet on the end of a string which is attached to a yard stick. On pictures of various objects, including some sofas, place a paper clip. Pictures are spread out and the child "fishes" for the sofa pictures.
2. Drop the Sofa - derivative of "Drop the Handkerchief". Child drops toy sofa behind another child in circle, child picks it up and chases first child.

E. Fine Motor
1. See art #1.
2. Glue beans or rice on outline of a sofa.

F. Storytelling
1. Flannel Board - cut out pictures of various rooms in the house, and a flannel cut-out of a sofa. Tell a story about the little sofa looking for a place to live. The sofa interacts with the children and asks them: "Is this my room?" "Why not?" "Why?"

TUESDAY - TABLE

A. Unit Group Lesson - See LAP, page 77.
1. Refer to lesson on sofa for model tasks.
2. Use pictures of different kinds of tables.

B. Music
1. To tune of "Farmer in the Dell":

Around the table we go,
Around the table we go,
Hi-ho the deery-o,
Around the table we go.
(For around, substitute other prepositions as under or over, or behind.)

2. To tune of "Pop, Goes the Weasel":

All around the classroom (all walk around, looking up, down)
We look for the baby (doll)
Where is the baby
Under the table. (or on, beside, behind, etc.)

C. Art
   1. See Monday, art #2.
   2. Build a small table out of sticks and cardboard.
   3. Figure-Ground - see Appendix #1.

D. Games
   1. See Monday, games #1.
   2. Race to a box of toys which include some toy tables. Find a table and race back to starting point. Two or three teams compete.

E. Fine Motor
   1. Path Tracing - See Appendix #II for examples of path tracing.
   2. See art #2.

WEDNESDAY - CHAIR

A. Unit Group Lesson - See LAP, page 77.
   1. See Unit Group Lesson on sofa for similar tasks and responses.

B. Music
   1. Musical Chairs - Before playing game instruct the children in listening for the stop cue:
      a. Children walk around chairs. Teacher says, "Stop" without music.
      b. Children walk around chairs, teacher pairs her verbal signal "stop" with the stopping of music.
      c. When the children have learned to stop on the verbal command paired with the stopping of music, fade the verbal cue, teach them to listen for the stopping of the music only.
   2. To tune of "Farmer in the Dell":

      The chair is behind the teacher,
      The chair is behind the teacher,
      Hi-ho the deery-o,
      The chair is behind the teacher.

      Substitute under the table, in the hall, beside Sally.
      Procedure: Teacher or child places the chair in a new location for each verse. This reinforces learning of prepositions.

C. Art
   1. See Monday, art #2. Add chair to the room.
   2. Make chairs out of bottle caps and match sticks. Glue sticks on for legs and backs of chairs.

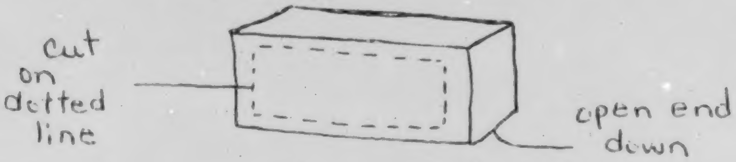
D. Games
   1. Child sits in a chair with his back to the group. Teacher points to a child who walks up behind the child in the chair, disguises his voice, and says, "I see you in the chair." He then returns to his seat and the child in front guesses who spoke to him. If he guesses correctly he gains another turn, if not the child who spoke gets the turn.

E. Reasoning
   1. Flannel board - use cutouts of various objects including some chairs. The chairs should be different in size, shape, and color. Place a group of cutouts on the flannel board. Teacher: "Some of these are chairs and some are not chairs. Find all the chairs."
   2. Cue sheets - See Appendix III for examples of cue sheets.

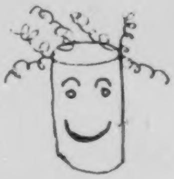
THURSDAY - T.V.

A. Unit Group Lesson - See LAP, page 77.
See Unit Group Lesson for Monday for similar tasks and responses.

B. Art
   1. Have each child bring in a shoe box. Help child cut out one side for a T.V. screen.

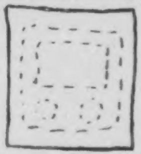


Child wraps pre-cut paper around index finger and tapes together to form a cylinder. Draw face on cylinder, add string or yarn to top for hair. You have finger puppets which perform in the shoe box T.V.



C. Games
   1. Get a large box from an appliance store such as one in which a stove or refrigerator is packed. Cut out a rectangular area for a T.V. screen. Paint knobs on outside. Children stand inside and perform on T.V. Later this same box may be used as a store front, a puppet stage, a house, or any other large structures.

D. Fine Motor
   1. Follow dotted line to draw a T.V. set and screen.



   2. Sewing activity - on pre-drawn outline of a T.V., child sews through holes to outline the screen.

E. Storytelling
   1. Children use the shoe box T.V.'s and finger puppets made in art.

A few children come in front of the group to tell and act out a short story.

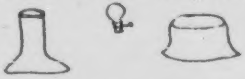
FRIDAY - LAMP

A. Unit Group Lesson - See LAP, page 77.
Refer to Unit Group Lesson for Monday.

B. Music
1. Use a real lamp as a prop and have it connected to electric outlet. To tune of "Hickory Dickory Dock":

The lamp makes a light,
The lamp makes a light,
On, off, on, off (child operates lamp)
The lamp makes a light.

C. Art
1. See Monday - art #2. Add lamp to the living room picture. Take home the completed living room today.
2. Glue cutout pieces of a lamp together.



Teacher demonstrates by assembling a real lamp, then by modeling the gluing task. Show the bulb under the shade.

D. Games
1. Fishing game - see Monday- games #1.
2. What's Missing? - use a real lamp as a prop. Children close their eyes, teacher hides a part of the lamp: shade, switch, bulb, base, or leaves it unplugged. Children open eyes, guess what is missing.

E. Fine Motor
1. Path Tracing - See Appendix II for path tracing examples.
2. Turning a lamp on and off is a good fine motor activity.

F. Field Trip
1. Go to a furniture store. Have the children find all the living room furniture studied this week, label them verbally and/or talk about the different kinds seen.

UNIT - KITCHEN

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - STOVE

A. Unit Group Lesson - See LAP, page 78.

(Match Object) 1. Child will match toy stove to other toy stove. "Put the stove on the stove." Use stoves of different colors and styles. "What did you find?" "Stove, very good."

(Discriminate Object) 2. When shown a toy stove and another object the child will "find the stove". Teacher pairs the toy stove with first one, then two other objects which are very different. Then pair the toy stove with a similar object such as a toy sink or refrigerator. "What did you find?"

(Match Picture) 3. Child will match picture of stoves. First only one choice is shown, then child puts the stove on the stove when shown two or three pictures one of which is a stove. Child labels the stove with a word or whole sentence, depending on ability.

(Discriminate Picture) 4. When shown a picture of a stove paired with one, two, then three other pictures, the child will "find the stove". "What did you find?" Child who is able will answer "I found a stove".

(Figure Ground) 5. Child will find a stove in a busy picture, such as a complete picture of a kitchen.

(Indicate Use--Verbal or Non-Verbal) 6. "What do we do with the stove?" One child may gesture cooking while another will answer, "we cook on a stove", or a similar sentence.

(Associate with Proper Room) 7. "Where does the stove go?" Teacher holds up pictures of rooms of the house, with the stove blocked out or not shown in the kitchen. Child points to and names the room.

(Classify) 8. Child will "find all the stoves" when shown a group of objects including some stoves of different colors, shapes, and styles.

(Associate with Other Objects) 9. When shown a group of objects such as shoes, clothes, books, toys, and pots and pans the child will "find what goes with the stove". "What is that?"

B. Music

1. To the tune of "Mary Had A Little Lamb":

At the stove we stir and stir (pantomime holding pot and stirring)
Stir and stir, stir and stir
At the stove we stir and stir
As we cook our food.

2. To the tune of "Hickory Dickory Dock":

We cook our food in the pot
Watch out! the stove is hot
Don't get too close
You'll burn your nose
As we cook in the pot.

C. Art

1. On a large piece of paper for each child, teacher draws "floor plan" of the kitchen with outlines for the stove, refrigerator, cabinet, dishwasher, and sink (all to be studied this week). Each day teacher has cut-out shapes of daily concept to be pasted on. Children take home a completed kitchen on Friday. Today children paste stove on appropriate outline.
2. Cutting and pasting--children find pictures of stoves in magazines, cut them out, with help when necessary, and paste them on paper.
3. Assemble stove from cut out shapes (basic shape of a stove and four "eyes") and paste on paper.

D. Games

1. Set out several toy stoves, pots and pans, clay or play dough, and spoons--for free play or dramatic play.
2. Child at toy stove with pots, pans and spoons, in front of small group. He/she describes what he is cooking and the children guess what it is.

E. Fine Motor

1. See art #1, #2, #3.
2. Path tracing--see Appendix II for examples of path tracing.

F. Storytelling

1. Read (or use flannel board cut outs) story of the Gingerbread Man.

G. Snack

1. Make gingerbread men and let the children go to the kitchen and help the teacher put the cookies in the oven to bake. Talk about stove and how it cooks the gingerbread men. Return to the stove together when gingerbread men are done.

TUESDAY - REFRIGERATOR

A. Unit Group Lesson - See LAP, page 78.

1. Refer to group lesson on stove for model tasks and responses.

B. Reasoning

1. Place pictures of objects on a table. Objects should include things that go in the refrigerator and things that do not. Have the child find all the things that go in the refrigerator and put them in the toy refrigerator.

2. Take the children to the kitchen and have them put their hands in the refrigerator. "How does it feel?" "Is it hot or cold in the refrigerator?" Touch the ice in the refrigerator.

C. Snack
1. Children get ice from the refrigerator. Put it in glasses and pour Kool-Aid over the ice. "How does it taste, hot or cold?" "What makes it cold?" "Where did we get the ice?"

D. Art
1. See Monday art #1. Paste refrigerator on appropriate outline today.
2. Paste pictures of appropriate foods on a pre-drawn outline of a refrigerator.

E. Games
1. Fishing Game--go fishing in a group of pictures for pictures of refrigerators (different colors, shapes, etc.). Attach a magnet to the end of a string which is tied to a stick. Every picture has a paper clip on it and the child aims for only the refrigerator pictures. Spread pictures on the floor.

WEDNESDAY - CABINET

A. Unit Group Lesson - See LAP, page 78.
1. Refer to group lesson on stove for model tasks and responses.

B. Reasoning
1. Teacher opens a cabinet in the room. Have child find the cabinet which is "open" and find the cabinet which is "closed". Then ask the children to open and/or close a cabinet door.
2. Discuss the things we keep in a cabinet in the kitchen at home, and at school.

C. Music
1. To tune of "Did You Ever See A Lassie":

(Mary) ____, can you find the cabinet
the cabinet, the cabinet
________, can you find the cabinet,
And show it to us?

Substitute stove, and refrigerator for verses 2 and 3 if they have been studied this week.

D. Art
1. See Monday art #1. Today paste cabinet.
2. Paste drawn or cut-out pictures of food, dishes, glasses, other objects on pre-drawn outline of cabinet shelves.

E. Fine Motor
1. Path tracing--see Appendix II for examples of path tracing.
2. See art #1.

THURSDAY - DISHWASHER

A. Unit Group Lesson - See LAP, page 78.
   1. Refer to group lesson on stove for model tasks and responses.
   2. Try to visit the kitchen and see the dishwasher, if one is available.

B. Music
   1. Have box in front of the small group. Give each child a toy dish and a bit of soap powder in a small container. Act out song as you sing to tune of "Here We Go Looby Loo" ("I Put My Right Foot In"):

      We put the dishes in (children put dishes in box)
      We put the soap in (shake soap powder into box)
      We turn it on (hand gesture) and S-h-h, S-h-h, S-h-h
      The dishes come out clean (take dishes out)

C. Art
   1. See Monday, art #1. Today paste dishwasher on appropriate outline.

D. Games
   1. Teacher hides pictures of dishwashers around the room, some in full sight and obvious, others partially hidden, and others completely hidden. "Who can find the dishwashers?" All children hunt together.

FRIDAY - SINK

A. Unit Group Lesson - See LAP, page 78.
   1. Refer to group lesson on stove for model tasks and responses.

B. Music/Game
   1. In a small group, children take turns at the sink (toy sink, or plastic tub) and wash toy dishes in real soapy water. Teacher models washing the dishes first, then each child has a turn as others sing and pantomime:

      Verse 1--This is the way we wash the dishes
      Verse 2--This is the way we dry the dishes

C. Art
   1. See Monday art #1. Today paste on sink and take home completed kitchen.

D. Field Trip
   1. Take a trip to the appliance store and find the stove, refrigerator and dishwasher. Children name each one. Point out different colors and styles of each appliance studied.

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UNIT - BEDROOM

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BED

A. Unit Group Lesson - See LAP, page 78.
Present "bed". Have children examine and manipulate the dollhouse bed before the group lesson.

(Match Object) 1. Using dollhouse furniture, children will match beds by holding up a bed next to the teacher's bed or by laying a bed on the teacher's picture of a bed. The child will verbalize or approximate verbalization of "bed" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "bed", "a bed", or "it is a bed."

(Discriminate Object) 2. Using dollhouse furniture, the children will discriminate a bed from other pieces of bedroom furniture (dresser, chest, desk). First, the children will choose between two pieces, then among three and four. Teacher will direct, "find the bed" or "touch the bed" or "give me the bed."

(Match Picture) 3. a. Children will match pictures of beds by holding up a picture next to the teacher's picture. The child will verbalize or approximate verbalization of "bed" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "bed", "a bed", or "it is a bed".
b. Teacher can arrange pictures of bedroom furniture on a flannel board. Children match one set of pictures to the pictures on the flannel board. Initially, have one picture on the flannel board. Make the task more difficult by increasing the number of pictures on the flannel board and increasing the number of pictures the child has.

(Discriminate Picture) 4. Children will discriminate a picture of a bed from other pictures of bedroom furniture. First, the children will choose between two pictures, then among three and four. Teacher will direct the child, "find the bed" or "touch the bed" or "give me the bed".

(Figure Ground) 5. See F. - storytelling #1. See Appendix I for examples of Figure Ground.

(Indicate Use) 6. See D. - games #1.

(Associate with Proper Room) 7. a. On a flannel board, group pictures of four rooms of equipment and/or furniture (bedroom, living room, bathroom, and kitchen). Give the child a picture of a bed. Ask the child, "where does the bed belong?" Child will place the picture with the bedroom grouping.

b. Display four pictures: 1. Daddy shaving in the bathroom 2. a child asleep 3. family watching T.V. in living room 4. Mother cooking in kitchen. Give the child a picture of a bed. Ask the child, "does the bed belong in the bathroom, in the bedroom, in the living room, or in the kitchen?" Child will place the picture with the bedroom picture and respond, "bedroom", "in the bedroom", or "the bed belongs in the bedroom".

(Classify) 8. Teacher arranges four groups of bedroom furniture - beds, desks, drawers, chests. Each group will have a variety of colors and shapes of furniture. For example, a grouping of beds would include a king-size bed, a single bed, a crib, a canopy bed, etc. Children are each given a picture of a bed. Teacher asks each child, individually, "put it where it belongs". Teacher points to the four groups. Child places his picture with the grouping of beds.

(Associate with Other Objects) 9. Teacher makes up a doll bed. Have pillowcase, sheets, blanket and pillow in a box with other items (clothes, toys, hairbrush and comb, towels, washcloths, potholders, etc.) Teacher asks each child to bring an item from the box to be used in making the bed. Child will get an appropriate item and help the teacher put it on the bed. Teacher may say, "Yes, the sheet goes on the bed."

(Verbalize) 10. Children will verbalize or approximate verbalization of "bed" upon teacher's request and model.

B. Music

1. Song: "We Make Our Bed"
   Sung to tune of "This Is the Way We Wash Our Clothes"

Verse 1: This is the way we make our bed, make our bed, make our bed;
This is the way we make our bed,
Early in the morning.
Verse 2: First we put the sheet on . . . .
Verse 3: Next we put the blanket on . . . . .
Verse 4: Then we put the pillow on . . ..

Teacher and children make up a doll's bed.

2. Song: "Are You Sleeping?"

Are you sleeping, are you sleeping,
In your bed, In your bed?
Are you sleeping,
Are you sleeping,
In your bed,
In your bed?

3. Song: "The Bed is in the Bedroom"
Sung to tune of "The Farmer in the Dell"
The bed is in the bedroom,
The bed is in the bedroom.
Hi - ho, I know
The bed is in the bedroom.

C. Art

1. Children tear out pictures of beds and paste on paper.
2. Children make a small doll bed. Teacher supplies small boxes (jell-o box, tea box, etc.), squares of sheeting (cut up old sheets), fabric squares (fabric samples), and squares of colored sponge. Children glue or paste sheet on box. Fabric square is used for a blanket and the sponge square for a pillow. See D. - games #2. See B. - music #1.
3. Children receive an envelope which has pictures of various items, paper, and paste. Teacher directs, "find something people sleep on and paste it an your paper." Pictures should include various sizes of beds, a crib, a bassinet, a cradle, a hammock, a sleeping bag, a water bed, etc.

D. Games

1. Have various dollhouse furniture on a table. Teacher asks the children, "what do you sleep on?" Child will find the bed. Continue with other pieces of furniture. "What do you sit on?" "What do you take a bath in?" (Indicate Use)
2. Set up a dollhouse bedroom. Pretend putting a doll to sleep, waking it up, and dressing it. "Put the baby to bed." "Wake up, baby." "Touch the baby in bed."
3. Sorting Game: Children sort picture cards (Pictures pasted on file cards).
   a. children sort big beds and little beds
   b. children sort different kinds of beds (crib, cot, regular bed)
   c. children sort animal beds (basket, padded box) from "people" beds

E. Fine Motor

1. Children draw a bed by connecting dots. Dots are in a rectangular shape. After the dots are connected, have children paste a girl or boy dressed in pajamas in bed.
2. Children paste a construction paper "blanket" on the outline of a "bed".

F. Storytelling

1. "The Three Bears"
Read and tell the story using a book with good pictures or using sequence cards. Ask children, "find the bed", "find the baby bear's bed", "touch Daddy Bear's bed". (Figure Ground)
2. Tell a simple story about a child going to bed. Use sequence

pictures to illustrate. Have five sequence pictures including the following: 1. child taking bath; 2. child putting on pajamas; 3. child brushing teeth; 4. child kissing parents goodnight; 5. child in bed. Begin with a simple story using only cards #1 and #5. Let children take turns telling the story add arranging the cards in the correct order. Make story more difficult by adding card #2. Repeat procedure of telling story and letting children tell the story. Then add cards #3 and #4.

3. Fingerplay: "Five Little Piggies"
   It's time for my piggies to go to bed,
   The nice, big, mother piggy said. (wiggle right thumb)
   Now I shall count them to see (hold up left hand)
   if all my piggies have come back to me,
   One little piggy, two little piggies, (count fingers)
   Three little piggies dear,
   Four little piggies, five little piggies,
   Yes, they are all here.

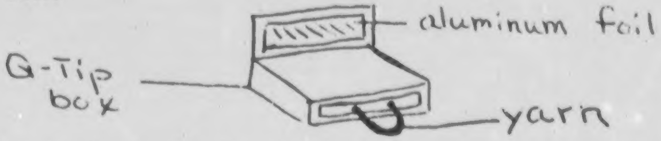
TUESDAY -DRESSER

A. Unit Group Lesson - See LAP, page 78.
Refer to group lesson on bed for model of tasks and responses. Require verbalizations from each child on his particular level. Include in the lesson the word "drawers", e.g., "dresser drawers". "We put our clothes in the drawers." (or "in the dresser drawers")

B. Music
1. See Monday - B. music #3.
   Substitute dresser for bed. Use a picture to illustrate song.
2. Song: "My Clothes"
   Sung to tune of "The Bear Went Over the Mountain"
   Verse 1: I need to get dressed,
   I need to get dressed,
   I need to get dressed
   So I can go to school.
   Verse 2: My clothes are in the dresser,
   My clothes are in the dresser,
   My clothes are in the dresser
   Folded nice and neat.
   Verse 3: First I'll get my underwear;
   Second I'll get my shirt;
   Then I'll get my pants;
   And my socks too!
   Verse 4: Now I'm all dressed,
   Now I'm all dressed,
   Now I'm all dressed,
   I'm ready for school.
   Pantomime the song or use pictures to illustrate.

C. Art
1. Children tear or cut out pictures of dressers and paste on paper.
2. Children make a small doll dresser. Teacher supplies the following

materials: a Q-tip box covered with construction paper (or have children paint it); small piece of cardboard for the mirror backing; a small piece of aluminum foil to fit cardboard; and a knotted (large knot) piece of yarn. Children paint the dresser, glue the aluminum foil on the cardboard backing, and string the yarn through the hole in the "dresser drawer". Teacher knots the yarn after it is strung and fastens "mirror" to back of Q-tip box.

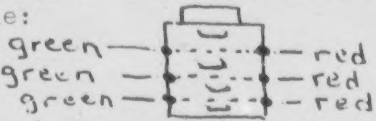


Some children may be limited to painting or gluing only. Teacher may want to cut the Q-tip box in half to make it look more like dresser dimensions.

3. See Monday - C. art #3.
   "Find something in a bedroom you keep your clothes in." "What do you keep your clothes in?"

D. Games
   1. See Monday - D. games #1.
      "What do you keep your clothes in?" (Indicate Use)
   2. Decorate a large cardboard shipping box as a bedroom. Paint some of the furniture on the walls. Lay a blanket on the floor for the "bed". Pretend sleeping, waking up, etc.

E. Fine Motor
   1. Teacher supplies an incomplete ditto picture of dresser. Children draw lines to make the dresser drawers.
      Example:



Teacher instructs children to "start on green; stop on red" and "draw a straight line".

F. Storytelling
   1. Have a large picture of a child's room. Explain this is where a little girl (or boy) sleeps, keeps her clothes, and keeps her toys. Ask children in they have their own bedrooms. Ask the children in they have a bed, dresser, chest, desk, closet, etc. Let children describe their bedrooms. Have children find the dresser in the picture. "Point to the dresser." "Touch the dresser." (Figure Ground)

WEDNESDAY - CHEST

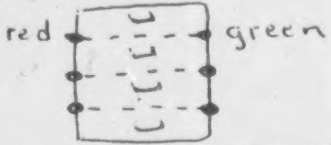
A. Unit Group Lesson - See LAP, page 78.
Refer to group lesson on bed for model of tasks and responses.
Require verbalizations from each child on his particular level.
Include in the lesson the word "drawers", e.g., "chest of drawers".
"We put our clothes in the chest of drawers."

B. Music
1. See Monday - B. music #3.
   Substitute chest for bed. Use a picture to illustrate song.
2. See Tuesday - B. music #2. Substitute chest for dresser.
3. Song: "Chest of Drawers"
   Sung to tune of "Mulberry Bush"
   My clothes are in the chest of drawers,
   chest of drawers, chest of drawers;
   My clothes are in the chest of drawers,
   and the chest is in the bedroom.
   Use a picture to illustrate.

C. Art
1. Children tear or cut out pictures of chests and paste on paper.
2. Make a small doll dresser. See Tuesday - C. art #2. Exclude the mirror. Stack three Q-tip boxes on top of each other. Glue together.
3. See Monday - C. art #3.
   "What do you keep your clothes in?"

D. Games
1. See Monday - D. games #1.
   "What do you keep yorr clothes in?" (Indicate Use)
2. Feely Box - place plastic dollhouse furniture in the box. Teacher shows a piece of furniture and child finds the matching piece by feeling in the box. (Tactile Discrimination)
   Vary the activity by showing the child a picture of the furniture, instead of the actual object.

E. Fine Motor
1. See Tuesday - E. fine motor #1. Exclude the mirror.
   Example:



2. See Appendix II for examples of Path Tracing. Take a child to his chest of drawers to get some clean clothes.

F. Storytelling
1. See Tuesday - F. storytelling #1. Have children find the chest in the picture. "Point to the chest." "Touch the chest."

2. Tell a story about how mother puts clean clothes in the child's chest of drawers for him to wear. Include how mother washes and folds the clothes and puts them away.

THURSDAY - DESK

A. Unit Group Lesson - See LAP, page 78.
Refer to group lesson on bed for model of tasks and responses.
Require verbalizations from each child on his particular level.

B. Music
  1. See Monday - B. music #3.
     Substitute desk for bed. Use a picture to illustrate song.
  2. Song: "A Desk"
     Sung to tune of "Did You Ever See a Lassie?"

     Verse 1: I have a desk, a desk, a desk;
     I have a desk,
     And it's in my bedroom.
     Verse 2: I keep my books there, my books there, my books there;
     I keep my books there,
     On my desk.
  3. Song: "The Desk in the Bedroom"
     Sung to tune of "Bingo"

     Verse 1: There was a kid who had a desk,
     In his bedroom.
     He had a desk, he had a desk, he had a desk,
     In his bedroom.
     Verse 2: And on this desk there were some pencils,
     On the desk in his bedroom.
     He had some pencils, he had some pencils, he had some pencils
     On the desk in his bedroom.
     Verse 3: And on this desk there was some paper . . . .
     See Verse 2.

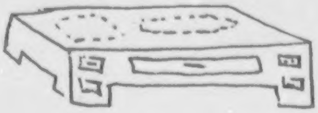
     Repeat Verse 1.

C. Art
  1. Each child receives a page with bedroom furniture outlined on it and an envelope of pictures of bedroom furniture. Children match the picture to its outline and paste it on the paper.
  2. Children tear or cut out pictures of desks and paste on paper.
  3. See Monday - C. art #3.
     "What do you keep your pencils, crayons, and paper in?"
     "Where do you sit so you can draw a picture?"

D. Games
  1. See Monday - D. games #1.
     "Where do you sit and do your homework?"
     "Where do you sit and write and color?" (Indicate Use)

2. Hold up towels, washcloths, sheets, pillowcases, pillow, etc. "Does this go in a bedroom?" Put these articles on a table or in a box. "Find something that goes in a bedroom."
3. See Wednesday - D. games #2. Feely Box.

E. Fine Motor
1. See Appendix II for examples of Path Tracing. Take a child to his desk.
2. Have children "draw" a crayon and a piece of paper on a "desktop" by connecting dots.
Example:



3. Children glue pictures on construction paper cutouts of a pencil box of crayons, paper, scissors, and ruler on a desk top. Children match the picture to the outline drawn on the desk. Children are instructed to be careful and not glue over the lines. They should apply the glue to the outline on the desk.

F. Storytelling
1. See Tuesday - F. storytelling #1.
Have children find the desk (and chair) in the picture. "Point to the desk." "Touch the desk." (Figure Ground)
2. Tell a story about a little boy or girl who wanted a desk and chair in his/her room. He had to draw and write on the floor and his pictures were always dirty. One day on his birthday his mother and daddy surprised him with a desk and chair.

FRIDAY - CLOSET

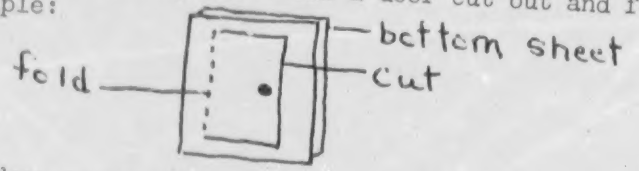
A. Unit Group Lesson - See LAP, page 78.
Refer to group lesson on bed for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
1. See Monday - B. music #3.
Substitute closet for bed. Use a picture to illustrate.
2 Song: "Clothes in my Closet"
Sung to tune of "The Bear Went Over the Mountain"
I have clothes in my closet,
I have clothes in my closet,
I have clothes in my closet,
And shoes too!
3. Song: "Oh, My Closet"
Sung to tune of "Clementine"
Oh my closet, oh, my closet,
Oh my closet is a mess!
I have got to clean my closet,
so it will look its best!

3. (cont'd) Teacher and children clean out a closet in the classroom. Make up new verses while cleaning the closet.

C. Art

1. Each child receives a teacher-made "closet". Teacher makes a "closet" by pasting one sheet of construction paper on another. The top sheet has a door cut out and folded. Exmaple:



Children paste pictures of clothes in their closets.

D. Games

1. Have three pictures displayed: 1. an open closet; 2. a kitchen cabinet; 3. a medicine cabinet. Teacher asks, "Where do you hang your clothes?" Children pick correct picture. (Indicate Use)
2. Play "Hide and Seek" in the room. Have some children hide in the closet. "I see Nick hiding in the closet!"

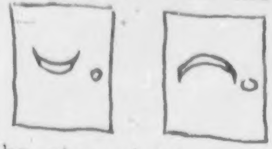
E. Fine Motor

1. Help children open and close the closet door in the classroom.
2. Have children draw a doorknob (a circle) on the closet door. Teacher has a closet door (a large rectangle) drawn on the blackboard.
3. Using the flannel board, a child picks up a felt cutout dress and puts it "in" the closet. Teacher makes a "closet" from cardboard and attaches it on the flannel board. See C. art #1. Child picks up felt piece using thumb and index finger, "opens" closet door, and places piece on flannel board.

F. Storytelling

1 1. See Tuesday - F. storytelling #1. Have children find the closet in the picture. "Point to the closet." "Touch the closet." (Figure Ground)

2. Tell a story about the closet who was sad because he had no clothes hanging in him. Use a flannel board closet. See F. fine motor #3. Make the closet frown and smile by placing a construction paper mouth on the door.



Conclude the story by having a little girl go to a clothing store and buying some new clothes. Have children put felt cutouts in closet. Teacher changes the closet's frown to a smile.

G. Field Trip
    1. Visit a furniture store. Tour the bedroom displays. "What a pretty dresser!" "Such a comfortable bed!"

UNIT - BATHROOM

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - TOILET

A. Unit Group Lesson - See LAP, page 79.

* Present "toilet". Give children time to examine and manipulate a dollhouse toilet before the group lesson.

(Match Object) 1. Using dollhouse furniture, children will match toilets by holding up a toilet next to the teacher's toilet or by laying the dollhouse toilet on the teacher's picture of a toilet. Children will verbalize or approximate verbalization of "toilet" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "toilet", "a toilet", or "it is a toilet".

(Discriminate Object) 2. Using dollhouse furniture, the children will discriminate a toilet from other bathroom items (tub, sink, mirror). First, the children will choose between two items, then among three and four items. Teacher will direct, "find the toilet", "touch the toilet", or "give me the toilet".

(Match Picture) 3. a. Children will match pictures of toilets by holding up a picture of a toilet next to the teacher's picture. The children will verbalize or approximate verbalization of "toilet" to teacher's request and model. Teacher may ask, "what is this?" Children will respond "toilet", "a toilet", or "it is a toilet".

b. Teacher can arrange pictures of bathroom items on a flannel board. Children match one set of pictures to the pictures on the flannel board. Make the task more difficult by increasing the number of pictures the child has.

(Discriminate Picture) 4. Children will discriminate a picture of a toilet from other pictures of bathroom items. First, the children will choose between two pictures; then among three and four pictures. Teacher will direct the child, "find the toilet", "touch the toilet", or "give me the toilet".

(Figure Ground) 5. Present a picture of a bathroom. Teacher requests of child, "find the toilet (potty)". "Touch the toilet (potty). Use two other pictures for the same task. Have the toilets in the picture in different designs and colors.

(Indicate Use)

6. Each child will ask the teacher to go to the toilet (potty) when he needs to go and will flush toilet after its use.

(Associate With Proper Room)

7. a. On a flannel board make four groupings of pictures of equipment and/or furniture (bedroom, living room, bathroom, and kitchen). Give the child a picture of a toilet. Ask the child, "where does the toilet belong?" Child will place the picture with the bathroom grouping.
   b. Display four pictures: 1. Daddy shaving in the bathroom, 2. a child asleep, 3. family watching T.V. in living room, and 4. cooking in the kitchen. Give the child a picture of a toilet. Ask the child, "does the toilet belong in the bathroom, in the bedroom, in the living room, or in the kitchen?" Teacher points to pictures as it is named. Child will respond, "bathroom", "in the bathroom", or "the toilet belongs in the bathroom". Child will put the picture with the bathroom picture.

(Classify)

8. Teacher arranges five groups of bathroom fixtures--toilets, tubs, showers, sinks, mirrors. Each group will have a variety of colors and shapes of fixtures. For example, a grouping of toilets would include old and new toilets, different colored toilets, different shaped toilets, and toilets with coverings on them. Children are each given a picture of a toilet. Teacher asks each child individually, "put it where it belongs". Teacher points to the five groups. Child places his picture with the grouping of toilet pictures.

(Imitate--"What Is This?")

9. Children will verbalize, approximate verbalization, or imitate "toilet" upon teacher's request and model. Children will verbalize or approximate verbalization of "toilet" when asked "what is this?" (Teacher displays picture of toilet or a dollhouse toilet.)

B. Music

1. Song: "The Toilet" ("The Potty")--sung to the tune of "The Farmer in the Dell"

   The toilet's in the bathroom;
   The toilet's in the bathroom;
   Hi ho, I know;
   The toilet is in the bathroom.

2. Song: "Flush the Toilet" ("Potty")--sung to the tune of "The Bear Went Over the Mountain"

   Remember to flush the toilet;
   Remember to flush the toilet;
   Remember to flush the toilet;
   In the bathroom.

C. Art

1. Children tear or cut out pictures of bathroom fixtures and paste on paper.

2. Children match and paste down pictures of bathroom fixtures to outlines of fixtures on construction paper.

D. Games
  1. Children listen to bathroom sounds and are asked to identify them. Example of sounds: person taking a shower (have person sing!), water running into tub, water draining out of tub, toilet flushing, water running into sink, water draining from sink, the squeaking of the medicine cabinet door, the splashes of someone taking a bath, etc. Vary the activity by having the child match the sound to a picture. (auditory discrimination)

E. Fine Motor
  1. Have children get their own toilet paper during toileting.
  2. Have children flush the toilet when they are finished.
  3. Teacher puts a target on the backside of the toilet bowl. Little boys are instructed to "hit the target".

F. Storytelling
  1. Make a distinction between big and little toilets. Point out that babies use potty chairs and children and adults ("big people") use big toilets. Use pictures to illustrate. Let children tell about their little sister's or brother's potty chairs. Teacher brings a potty chair for children to compare to the big toilet.

TUESDAY - TUB

A. Unit Group Lesson - See LAP, page 79.
  1. Refer to group lesson on toilet for model of tasks and responses. Require verbalizations from each child on his particular level.

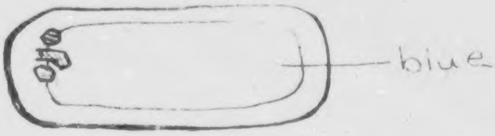
B. Music
  1. See Monday B. music #1. Substitute "tub" for "toilet".
  2. Song: "Splish, Splash"--sung to the tune of "Twinkle, Twinkle Little Star"

     Splish, splash in the tub;
     Get some soap and rub-a-dub-dub.
     Wash your face carefully,
     Remember your elbows and your knees.
     Splish, splash in the tub;
     Get some soap and rub-a-dub-dub.

C. Art
  1. Children paste "three kids in a tub". See F. storytelling #2. Teacher supplies pictures of tubs of different colors and small pictures (or illustrations) of children. Teacher directs, "paste one girl in the red tub".
  2. Children paste a girl or boy in a tub with a rubber duck. Blue cellophane paper can be pasted over them in the tub part to make it look like water.

D. Games
   1. Bring in a small baby tub. Give a doll a bath. Let the children soap, rinse, and dry off the doll. Then have them dress the doll.
   2. a. Hold up one at a time towel, washcloths, soap, sheets, pillowcases, napkins, toilet paper, etc. Ask children "does this go in a bathroom?"
      b. Vary the activity by placing the articles on a table. "Find something that belongs in the bathroom."
   3. See Monday D. games #1.

E. Fine Motor
   1. See Appendix II for examples of path tracing. Take a dirty child to the tub.
   2. Color a tub of water blue. Tell children not to "spill the water" (color out of lines). Example:



F. Storytelling
   1. Fill-in Story--tell the following story or one similar: "It was time for Janie to go to bed. So she went to the bathroom to take a bath. She ran water in the __(tub)__. She took off her clothes and got in the water in the tub. She scrubbed all over with a __(washcloth)__ and __(soap)__. Then she got out of the tub and dried off with a __(towel)__. Then she put her __(pajamas)__ on. Janie was ready for bed." Have pictures of tub, washcloth, soap, towel, and pajamas. Tell story filling in the blanks. Hold the appropriate picture up when you name it. Tell the story again. Let children fill in the blanks either by naming the item or finding the correct picture.
   2. Fingerplay: "Rub-a-dub-dub"

Verse 1--Rub-a-dub-dub;
Three kids in a tub; (hold up three fingers)
Washing their hands and feet. (pantomime washing hands and feet)
Rub-a-dub-dub;
Three kids in a tub; (hold up three fingers)
Won't they be clean and sweet?
Verse 2--Washing their hands and knees
Hope they don't get cold and sneeze! (sneeze)

Dramatize poem. Have children sit in a cardboard box (tub) and "wash" themselves with paper towels or dry washcloths. Change number of kids in tub for a variation. Make up new verses.

WEDNESDAY - SHOWER

A. Unit Group Lesson - See LAP, page 79.
   1. Refer to group lesson on toilet for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music

1. See Monday B. music #1. Substitute "shower" for "toilet".
2. Song: "Take A Shower"--sung to the tune of "The Bear Went Over the Mountain"

Verse 1--John took a shower;
John took a shower;
John took a shower;
And he got all wet!
He got all wet;
He got all wet.
John took a shower;
And he got all wet!

Verse 2--He used some soap;
He used some soap;
He used some soap;
And washed himself clean!
Washed himself clean;
Washed himself clean.
He used some soap;
And washed himself clean.

Make up new verses. Pantomime taking a shower.

3. Song: "Wash the Dirt Away"--sung to the tune of "Anchors Aweight"

Wash the dirt away,
Wash the dirt away,
We'll get in the shower
And turn the water on
Then we'll wash the dirt, wash the dirt away.

C. Art

1. Paste a paper doll on the ditto picture of a shower. Have children color the water streaming down.
2. Make a shower curtain for the picture. Have children decorate a shower curtain. Teacher gathers the paper and staples it on the shower picture (see art #1 above).

D. Games

1. Give a doll a shower and wash the doll's hair. Teacher hooks up a portable hose and shower head. Children hold doll in tub and give the doll a shower.
2. Feely Box--place plastic dollhouse furniture fixtures in the box. Teacher shows a bathroom fixture and child finds the matching piece by feeling in the box. (tactile discrimination) Vary the activity by showing the child a picture of the fixture, instead of the actual object.
3. See Monday D. games #1.

E. Fine Motor

1. Teacher provides each child with a picture of a shower head at the top of the page and a child's head at the bottom of the page. Children make the water hit the child's head. Children use either a blue crayon or blue felt tip pen.

F. Storytelling

1. Tell a story about the "dirtiest kid there ever was". Start the story with the following: "Once there was a kid--a dirty kid--a real dirty kid. He must have been the dirtiest kid there ever was. Do you know what he did to get dirty? (Children suggest things. Teacher listens.) Well, I'll tell you. . ." Teacher makes up story of why this kid was always so dirty and end the story with the following: "So the kid came home to take a shower. He (or she) got in the shower and washed and washed and washed. He washed all day and he washed all night. He even ate

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supper in the shower. Finally he was shining clean. And do you know what? He's the cleanest kid there ever was!" Change ending to suit the story, if needed. Do let the "kid" end up in the shower.

THURSDAY - SINK

A. Unit Group Lesson - See LAP, page 79.
   1. Refer to group lesson on toilet for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. See Monday B. music #1. Substitute "sink" for "toilet".
   2. Song: "In the Bathroom Sink"--sung to the tune of "This Old Man".
      Wash your hands; (pantomime washing hands)
      Brush your teeth; (pantomime brushing teeth)
      Do it all in the bathroom sink.
      With a brush, brush, (pantomime brushing teeth)
        scrub, scrub. (pantomime washing hands)
      Quicker than a wink, (wink)
      You'll be finished with the bathroom sink!
   3. Song: "This Is the Way. . ."--sung to the tune of "This Is the Way We Wash Our Clothes"
      Verse 1--This is the way we brush our teeth,
               brush our teeth, brush our teeth;
             This is the way we brush our teeth;
             Using the bathroom sink.
      Verse 2--This is the way we wash our hands
      Children and teacher make-up new verses. Pantomime each verse.

C. Art
   1. Cut out pictures of bathroom fixtures and assemble a picture of a bathroom.
   2. Have children tear or cut out pictures of bathroom sinks and paste on paper.

D. Games
   1. Let children pretend to be Daddy at the sink (girls too!). Stand each on a foot stool so the child can see himself in mirror. Put shaving cream in his hand and let him smear it on his face. Give child a bladeless razor. "Shave like your daddy."
   2. See Tuesday D. games #2.
   3. See Wednesday D. games #2.

E. Fine Motor
   1. Children wash and dry their own hands during toileting. Let the children use soap, pull their own paper towels from the dispenser, and turn the water on and off.
   2. Fill a sink with soapy water. Have children blow bubbles using straws.
   3. Have children brush their teeth after lunch everyday. Let them put toothpaste on their brush with help from the teacher.

F. Storytelling

1. Fill-in Story: see Tuesday, F. storytelling #1. Use the same story as used on Tuesday. Add to that story the following: "After Janie put her pajamas on she decided to brush her teeth. So she stood up at the __(sink)__ and turned the water on. She put toothpaste on her __(toothbrush)__ and brushed her teeth. Then Janie went to bed."

FRIDAY - MIRROR

A. Unit Group Lesson - See LAP, page 79.

1. Refer to group lesson on toilet for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music

1. See Monday B. music #1. Substitute "mirror" for "toilet".
2. Song: "Oh Mirror"--sung to the tune of "O Christmas Tree"

Verse 1--Oh mirror,
Oh mirror,
Look at me smile in the mirror!
Verse 2--Oh mirror,
Oh mirror,
I see me in the mirror.

Children look in a large mirror as they sing. Make-up new verses according to what children do in front of mirror.

3. Song: "In Front of the Mirror"--sung to the tune of "The Bear Went Over the Mountain"

Daddy shaves in front of the mirror;
Daddy shaves in front of the mirror;
Daddy shaves in front of the mirror;
In the morning.

Mother puts on her make-up;
Mother puts on her make-up;
Mother puts on her make-up;
In front of the mirror.

C. Art

1. Children draw a face in a mirror. Let them paint on aluminum foil backed by cardboard. Use colored glue for paint.
2. Have children tear or cut out pictures of mirrors and paste on paper.
3. Teacher supplies mirrors in various shapes (circle, square, rectangle). Children match mirrors to outline on paper. Paste the mirrors down.

D. Games

1. Let children pretend to be Mother and Daddy at the mirror. Supply the child with a brush and a comb. Let them style their own hair or each other's hair or do it for them. Spray a little hair spray on their hair. "Your hair is pretty!" "Don't you look nice, David!"
3. See Wednesday D. games #2.

E. Fine Motor
   1. Teacher and children make faces in a mirror. Teacher and child stand in front of a mirror. Child follows teacher's lead. Include sticking tongue out, moving tongue from side to side, making a kiss, winking eyes, scratching head, wiggling nose, etc. Then, teacher and child switch. Teacher follows child's lead.

F. Storytelling
   1. Poem: "Mirror, Mirror"

Verse 1--Mirror, mirror,
On the wall,
Who's the cleanest kid of all?
Verse 2--Mirror, mirror
On the wall
Jack is the cleanest kid of all.

Teacher checks children's hands and face. Teacher lets each child look at his face in the mirror. Teacher recites second verse. Then it is Jack's turn. He recites the same verses and checks the children's faces and hands. Then it is another child's turn. Everyone has a turn.

UNIT - MAILMAN

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - LETTER AND ENVELOPE

A. Unit Group Lesson - See LAP, page 79.

(Match Object)	1. Hold up a letter and say, "this is a letter." Have each of the children find a letter from among two objects. Say, "I found a letter. What did you find?" Accept any response appropriate for each child but encourage complete sentences. "Put your letter on my letter." "What is this?"
(Discriminate Object)	2. Place a magazine, book, newspaper, piece of construction paper and a letter in front of the child and have him find the letter. Ask, "What did you find?" To make this lesson simpler, use only the letter and one other object which is grossly different from the letter.
(Figure Ground)	3. Find a busy magazine picture, such as one of a person opening and reading a letter. Have the child find the letter and the envelope.
(Associate with Object)	4. Model folding and putting a letter in an envelope. Give each child a letter to fold and put in an envelope. Make a cardboard mailbox and model mailing a letter. Have each child do the same and ask, "What did you put in the mailbox?"
(Indicate Function)	5. Send the class a letter inviting them to a special occasion (movie, assembly program, party, etc.). Say, "Look what came in the mail for us. What should I do with it?" Open the envelope and read the letter.

B. Music

1. To tune of "Where is Thumbkin?"

Here's a letter,
Here's a letter,
It's for Tony,
It's for Tony.
Put it in an envelope,
Put it in an envelope,
With a stamp,
With a stamp.

C. Art
   1. Make a worksheet which has the outline of various sized stamps on it. Give the children stamp or stickers to stick onto the worksheet.
   2. Have the children draw a story picture (have them tell you about their pictures). Use this picture to put in an envelope for Fine Motor activity #4.

D. Games
   1. Make a mailbox for each child (the same color as an envelope with his name on it). Write his name on the mailbox. Put the envelopes on the floor and have the children find their envelope and put it in their mailbox. Put the envelopes on the floor again and have the children choose any envelope except their own and put it in the matching mailbox.
   2. Have a relay race mailing letters.

E. Fine Motor
   1. See Art #1.
   2. See Unit Group Lesson #3.
   3. See Unit Group Lesson #4.
   4. Model folding the picture letter and help child fold his picture letter (see Art #1). Give each child an envelope and have him put his letter in the envelope and seal it. Put a square on the envelope for a stamp and have the child stick the stamp on it. Write the child's parents' name and address on it. Mail it when you study the mailbox. (Tuesday G. field trip)

F. Storytelling
   1. Put five envelopes on the chalkboard ledge. Put one familiar picture in each envelope. Teacher says, "Five pretty envelopes standing in a row. I wonder what's inside? Do you know?" Encourage children to say rhyme with teacher. Have one child come up and look in envelope and tell other children what it is. Then have him show the picture to the other children. "Four pretty envelopes standing in a row. I wonder what's inside. Do you know?" Continue until all of the envelopes are opened.

TUESDAY - MAILBOX

A. Unit Group Lesson - See LAP, page 79.

(Match Picture) 1. Place pictures of mailboxes, trashcan, tree, house, and truck in front of the children. Hold up a picture of a mailbox and ask children to find one just like teacher's. Say, "I found a mailbox. What did you find?"

(Discriminate Picture) 2. Place pictures of various items in front of children and ask them to find the mailbox. Ask, "What did you find?"

(Figure Ground) 3. Have the children find pictures of mailboxes in a story book. Ask, "what did you find?"

(Associate with Object) 4. Make a large chart with a picture of a mailbox on top. Then have rows of pictures of many different items - pictures of mailmen and letters should be included. Have the children mark the pictures of things that go with a mailbox.

(Indicate Function) 5. Make a cardboard mailbox and model mailing a letter. Place an apple, a wrinkled piece of paper, a jar, and a letter in front of the children. Tell the children to find the thing that goes into the mailbox.

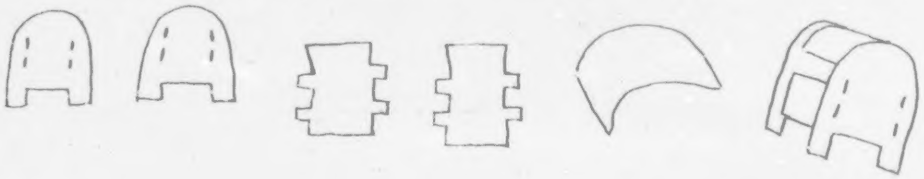
B. Music

1. Review Monday Music #1.
2. To tune of "The Mulberry Bush"

We will send our letter to Gramma,
our letter to Gramma,
our letter to Gramma,
We will send our letter to Gramma,
we'll put it in the mailbox.

C. Art

1. Cut out of heavy cardboard a large mailbox that the children can assemble as a group. Have the children paint it.



D. Games

1. Teacher gives each child a different command and the other children clap if the child follows the command correctly.
Example: "Jimmy, do put the letter in the mailbox."
"Tony, do not put the book in the mailbox, but do put it on the shelf."

E. Fine Motor

1. On a worksheet have the children trace a mailbox, a letter, and a stamp.
2. Give each child a full page sized alphabet letter for him to color.

Use the letters M A I L and have the children paste them in correct order onto the mailbox. Write the letters lightly on the mailbox so that they can paste them over the pencil letters.

F. Storytelling

1. Pantomime the following story. Have the children copy you in a follow the leader fashion.

   "I'm writing my grandma a letter. Now I'll put it in the envelope and lick the envelope and close it. I have to find the stamp. I can't find the stamp. Let's look under Tony's chair. Let's look on the table. Let's look in the drawer. No stamps anywhere. Oh, look in Mary's hand. Mary has the stamps. Please give us each a stamp, Mary. Now let's put our stamps on our envelopes. Off to the mailbox. We go out the door and down the street to the mailbox. Let's put our letters in the mailbox."

   The teacher can either add to the story or simplify it according to the children.

G. Field Trip

1. Take the letter made yesterday and mail it in the nearest mailbox.

WEDNESDAY - MAILMAN

A. Unit Group Lesson - see LAP, page 79.

(Match Object) 1. Invite a mailman to visit the classroom. Ask him to answer the following questions in extremely simple terms.
   - a. What do you take to our houses?
   - b. Show us the letters, cards, and magazines that you carry.
   - c. How do you carry the mail? (let children try to carry his bag) If he has a mail truck, take children to look at it.

   Have many pictures of mailmen in various places in the room and ask the children to find the pictures of the mailman.

(Discriminate Pictures) 2. Use pictures of a mailman, fireman, farmer, and doctor. Say, "this is a mailman. Find the picture of the mailman. What did you find?"

(Figure Ground) 3. Have the children find pictures of a mailman in picture book. Say, "what did you find?" See Appendix I for examples of Figure Ground.

(Associate with Object) 4. Have the children place a small model of a mailman or a picture of a mailman on the appropriate card. The following series of cards should be used:
   - a. mailtruck, firetruck, police car, garbage truck
   - b. mailman hat, fire hat, football helmet, lady's fancy hat
   - c. mailbox, garbage can, tree, slide

(Indicate Function) 5. See #1 above.

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B. Music
   1. Review Monday - music #1.
   2. Review Tuesday - music #2.
   3. To tune of "Here We Go Round the Mulberry Bush"

Who is knocking at our door,
at our door, at our door?
Who is knocking at our door,
Knickety knock knock knock.

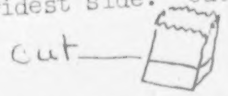
Run and see who it can be,
who it can be, who it can be.
Run and see who it can be,
Knickety knock knock knock

It's the mailman at our door,
at our door, at our door.
It's the mailman at our door,
Knickety knock knock knock.

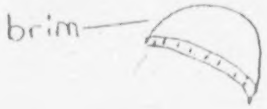
Bringing letters to our door,
to our door, to our door.
Bringing letters to our door,
Knickety knock knock knock.

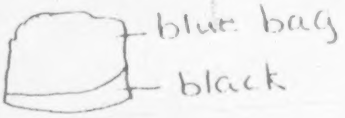
(this song could be acted out and the children could use rhythm sticks for the knocking sounds)

C. Art
   1. Make mailman hats. Use paper bags that are seven inches wide on widest side. Cut bag off about three inches from the bottom.



Have the children paint the bottom portion of the bag blue. Cut out a black brim and have children staple it to the blue portion of the bag.





D. Games
   1. Put felt mailman in a blue suit without a hat on the flannel board. Put red, blue and yellow felt hats on the flannel board. Have the children put the blue hat which matches his suit on the mailman. Do this several times, then take the mailman down and ask the children to find the blue hats.

E. Fine Motor
   1. Make a worksheet with a mailman on it without a hat. Have children paste a blue construction paper hat on his head. Also have the children color his uniform blue.

F. Storytelling

1. Pantomime:

"Mr. Postman"

Good morning, Mr. Mailman
Your bag is full I see.
I'm looking for a letter;
Have you anything for me?

Yes! Here's a letter
And here's a paper, too.
I've others for your neighbors
But nothing else for you.

2. Put a mailbox and three houses, each a different color, on the flannel board. Tell a simple story about delivering the mail and emphasize the sequencing.
   Example: "The mailman took mail to the blue house, then the yellow house, then he went to get some mail from the mailbox."
   Model taking the mailman on this sequence. Then tell another story for the child to follow on the flannel board. Vary the difficulty of the stories to suit the individual child. Some children may only be able to take the mailman to one house, while others may be able to follow a four step command.

THURSDAY - MAILMAN

A. Unit Group Lesson - see LAP, page 79.

(Match Picture) 1. Hold up a picture of a mailman and have the children find other pictures of mailmen in the room. Ask, "what did you find?"

(Discriminate Pictures) 2. Make a large chart with rows of different community helpers. Have the children mark the mailmen. Ask, "what did you mark?"

(Figure Ground) 3. See Wednesday - A #3.

B. Music

1. Review Monday - music #1.
2. Review Tuesday - music #2.
3. Review Wednesday - mucic #3.
4. To tune of "Mary Had a Little Lamb"

I'm glad we have a mailman,
mailman, mailman.
I'm glad we have a mailman,
To bring us mail each day.

C. Art

1. Make mailman bags. Use large sized paper bags and have the children fold the top down about six inches. Help the children staple a length of cloth for a strap. The children could then decorate the bags with crayons.

D. Games
   1. "The Mailman's On His Way"
      To tune of "The Farmer in the Dell"

The mailman's on his way,
The mailman's on his way,
He'll open up his letter bag
And bring us mail today.

One child is chosen to be the postman. He walks around in the circle, as the group sings "The Mailman's On His Way". At the end of the song, he stops and pulls out a letter and finds the child to whom it belongs.
from: Church Kindergarten Resource Book

E. Fine Motor
   1. Path Tracing
      a. mailman to mailbox
      b. mail truck to post office
      c. mailman to house
      d. mail truck to mailbox

   See Appendix II for examples of Path Tracing.
   2. Children cut out pretty pictures from magazines and then put them in envelopes. The child can then carry these in his mailbag.

F. Storytelling
   1. For this flannel board story, five felt mailmen are needed. Start with all of the mailmen on the flannel board and have a child remove one at each verse of the poem.

Five mailmen standing by a store.
One left to empty the mailbox,
then there were four.
Four mailmen looking at me.
One took Jill a present,
then there were three.
Three mailmen dressed in blue.
One brought mother a magazine,
then there were two.
Two mailmen walking in the sun.
One brought daddy a letter,
now there is one.
One mailman walking just for fun.
He brought me a birthday card,
now there are none.

FRIDAY - POST OFFICE

A. Unit Group Lesson - see LAP, page 79.
   1. See Tuesday Unit Group Lesson.

B. Music
   1. Review all songs taught this week. See Thursday - music #1 - #4.

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C. Art
   1. Make model post offices: give each child a children's shoe box. Have them paint it red or grey. Cut a hole in it for a door, and give them squares of black paper to paste on for windows. Give each child a small flag to put on top of their post office.

D. Games
   1. Count all the mailboxes that the children see on the field trip on this day.
   2. Review a favorite game from earlier this week.

E. Fine Motor
   1. Path Tracing. See Appendix II for examples of Path Tracing. Do a large pretend map from the school to the post office. Have some children trace between the straight portions only and let the more advanced children do the curves and corners.

F. Storytelling
   1. Tell a story about what happens to a letter when it's mailed. Use the flannel board.
      a. mailbox to
      b. mail truck to
      c. post office to
      d. mail truck to
      e. airplane to
      f. mail truck to
      g. post office to
      h. mailman to
      i. house

G. Field Trip
   1. Go to post office.

UNIT - VALENTINES

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - VALENTINE

A. Unit Group Lesson - See LAP, page 80.

(Match Concrete) 1. Use a plastic valentine and say, "this is a valentine". Give each child the valentine and say, "here is a valentine. What is it?" While the child has the valentine, show him another identical valentine and one other object. Say, "put the valentine on the valentine. What is this?"

(Discriminate Object) 2. Show the child the plastic valentine and one other object. Say, "touch the valentine. What did you touch?" Increase the number of objects from which to choose the valentine.

(Match Picture) 3. Give child the valentine and show him a picture of a valentine. Say, "put the valentine on the valentine. What is this?" Show the child a picture of a valentine and one other picture. Say, "put the valentine on the valentine. What did you touch?"

(Discriminate Picture) 4. Show the child a picture of a valentine and one other picture. Say, "touch the valentine. What did you touch?" Gradually increase the number of pictures.

(Figure Ground) 5. See Appendix I for example of figure ground.

(Tactile Discrimination) 6. Put the plastic valentine and one other object into a feely box. Say, "find the valentine. What did you find?" Gradually increase the number of objects in the box.

(Mark Cue Sheet) 7. See Appendix III for example of cue sheet.

B. Music

1. To the tune of "Mary Had a Little Lamb"

I can find a valentine,
valentine, valentine.
I can find a valentine.
My valentine is red.

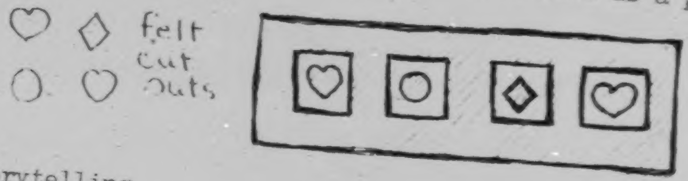
C. Art

1. Make a valentine necklace. Give each child a large darning needle with 25 inches of yarn and a felt valentine with two holes punched in the top. Child threads yarn through holes in valentine and

teacher removes needle and ties ends of yarn together. Using Elmer's glue have the children glue a piece of paper doily or sequins onto the necklace.

D. Games
  1. Hide the plastic valentine and have the children find it.

E. Fine Motor
  1. See C. art #1.
  2. Use the flannel board and felt cut-outs as a puzzle on the flannel board.



F. Storytelling
  1. Make a valentine man by glueing felt valentines together. Use the flannel board and tell a silly story about what the valentine man might do. Have the children think of things the valentine man might do.

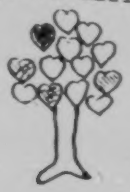
TUESDAY - RED VALENTINE

A. Unit Group Lesson - See LAP, page 80.
  1. See Monday unit group lesson 1-7.

B. Music
  1. Review Monday B. music #1.

C. Art
  1. Have the children put glue on the edge of a red valentine shape and sprinkle sand on the glue.

D. Games
  1. Children pick the red valentines from the felt valentine tree on the flannel board. (Have different colored valentines on the tree).



E. Fine Motor
  1. See art #1.
  2. See Monday E. fine motor #2. Use only red felt shapes.

F. Storytelling
  1. "How Many Valentines?" (Flannel board figures needed are six heart-shaped, red felt valentines).

Valentines, valentines;
How many do you see?
Valentines, valentines;
Count them with me:
One for Father,
(hold up thumb.)
One for Mother,
(hold up pointer finger.)
One for Grandma, too;
(hold up middle finger.)
One for Sister,
(hold up ring finger.)
One for Brother,
(hold up little finger.)
And here is one for YOU!
(make heart shape with thumbs and pointer fingers.)

From--Rhymes for Fingers and Flannelboards--Scott, Thompson;
Webster McGraw Hill, 1960.

WEDNESDAY - BIG VALENTINE

A. Unit Group Lesson - See LAP, page 80.
   1. See Monday unit group lesson 1-7.

B. Music
   1. See Monday B. music #1 change "red" to "big".
   2. Sing to the tune of "Where is Thumbkin?"

Here's a valentine
Here's a valentine
It's for you
It's for you
The valentine is pretty
The valentine is pretty
It's for you
It's for you.

C. Art
   1. Use red felt tip pens and have the children trace around the valentine cookie cutter. Paint it with tempera paint.

D. Games
   1. Review Monday D. games #1, Tuesday D. games #1.
   2. Put several vastly different cookie cutters in the feely box and have the children find the valentine cookie cutter. Let the children feel and study the cutters before you put them into the feely box.

E. Fine Motor
   1. See C. art #1.
   2. Make valentine cookies. Let the children help mix the dough. Then give each child a small amount of dough and a rolling pin. Help the children use the cookie cutter. The children can also help ice and decorate the cookies.

F. Storytelling

1. Hold up a big red valentine and say, "I'm going to give this big red valentine to (child's name)". Give a child a little red, or big red valentine and have him tell you what he has and to whom he's going to give it. Have him use a complete sentence as in the example given.

THURSDAY - LITTLE VALENTINE

A. Unit Group Lesson - See LAP, page 80.

1. See Monday unit group lesson 1-7.

B. Music

1. Review songs Wednesday B. music #1 and #2.

C. Art

1. Make valentines for parents. Hold up a photograph of each child for him to recognize. Have the children make cards using paper doilies and red and pink paper. The child can paste his photograph on the card.

D. Games

1. Review games taught this week and have the children choose a favorite.

E. Fine Motor

1. Make a worksheet of rows of different shapes including several different size valentines. Have the children mark the valentines with a red crayon.

F. Storytelling

1. "Five Little Valentines" (Flannel board figures needed are five heart-shaped, red felt valentines.)

One little valentine said, "I love you."
(hold up fist; extend one finger.)
Tommy made another; then there were two.
(extend another finger.)
Two little valentines, one for me;
Mary made another; then there were three.
(extend another finger.)
Three little valentines said, "We need one more."
Johnny made another; then there were four.
(extend another finger.)
Four little valentines, one more to arrive;
Susan made another; then there were five.
(extend another finger.)
Five little valentines all ready to say,
"Be my valentine on this happy day."

From--Rhymes for Fingers and Flannelboards--Scott, Thompson; Webster McGraw Hill.

FRIDAY - REVIEW RED, BIG, AND LITTLE VALENTINE

A. Unit Group Lesson - See LAP, page 80.
   1. See Monday unit group lesson 1-7.

B. Music
   1. Review all songs taught this week.

C. Art
   1. Make red valentines using many different kinds of material--easel with red tempera paint, red construction paper, red play dough, red crayons, etc.

D. Games
   1. Put big, little, red and blue valentines around the room. Give the children directions to find a valentine. Say, "Tony, tip toe to the little valentine".

E. Fine Motor
   1. See art
   2. Have the children put the valentines that they made for their parents into an envelope. Put a square on the envelope where the stamp belongs and help the children stick the stamp on.

F. Storytelling
   1. Use the flannel board and a red, a blue, and a big felt valentine. Say:

I made three valentines today
I'll give them all away
The one for Mommy is red
She'll hang it by her bed
The one for Daddy is blue
It's really pretty, too.
And here's a big one just for you.

Field Trip
   1. Take parent's valentine to the nearest mailbox.

UNIT - FRUITS

The LAP normative data (section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - APPLE

A. Unit Group Lesson - See LAP, page 81.

(Match Object) 1. Hold up an apple and say, "this is an apple". Have the child hold the apple and ask him, "what is this?" Accept any response appropriate for that child, but encourage complete sentences. While the child holds the apple, show him another apple and one other object. Say, "put the apple on the apple."

(Discriminate Object) 2. Present apple and one other grossly different object to the child. Say, "touch the apple. What did you touch?" To make the lesson more difficult, use an apple and several other objects which may be more similar to the apple (other fruits or vegetables).

(Match Picture) 3. Give the child an apple and present a picture of an apple and one other picture. Say, "put the apple on the apple. What did you touch?" To increase the difficulty of this lesson, increase the number of pictures.

(Discriminate Picture) 4. Present a picture of an apple and one other picture and say, "touch the apple. What did you touch?" To increase the difficulty of the lesson, make the not-apple cards more similar to an apple and increase the number.

(Figure Ground) 5. Show a large picture of a bowl or basket of fruit or some other busy picture which includes an apple. The child will find the apple. "What did you find?"

(Tactile Discrimination) 6. Put an apple and some grossly different objects into a "feely box". Say, "find the apple. What did you find?"

(Taste Discrimination) 7. Blindfold the child and put a piece of apple in his mouth. Say, "what did you taste?" While the child is blindfolded, give him two or three different things to taste and ask him to find the apple.

(Closure) 8. Give the children a worksheet with a circle drawn on it and also give the children a red crayon. Say, "make this into an apple". When the children are finished, ask, "what did you make?"

(Classify) 9. Make a worksheet with a row of vehicles, a row of buildings, and a row of fruits. Give the child a red paper apple and have him paste it in the appropriate row. Say, "these are fruits". (point to the row of fruits on the worksheet) Ask, "are apples fruits or toys?"

B. Music
1. Song to tune of "Ring Around the Rosey". Pantomime.
   We are little apples in the apple tree,
   When the wind blows we all fall down.

C. Art
1. See Unit Group Lesson #9.
2. Make a large tree and put it on the bulletin board. Have the children make apples out of red construction paper. Let them paste the apples on the tree.

D. Games
1. Have the children close their eyes or stand behind a screen, while one child hides an apple. When he has hidden it, he rings a bell, then the other children go looking for the apple.
2. Have the children roll a plastic apple from one tape mark on the floor to another. Adaptions: roll with elbow, roll with nose (or it may be a relay race).

E. Fine Motor
1. See Unit Group Lesson #9.
2. See C. art #2.
3. Make a simple tree on a worksheet. Give the children several red apples to paste onto the tree.

F. Storytelling
1. Have the children say and pantomime this poem with the teacher. "The Apple Tree"

   Away up high in an apple tree,
   (point up)
   Two red apples smiled at me.
   (form circles with fingers)
   I shook that tree as hard as I could;
   (pretend to shake tree)
   Down came those apples,
   And mmmmm, were they good! (rub tummy)
2. Use the flannel board and five red felt apples. Have the children say and do the following with you. They may also take turns removing the apples from the flannel board when appropriate

"Five Red Apples"

Five red apples in a grocery store;
(hold up five fingers)
Bobby bought one, and then there were four.
(bend down one finger)
Four red apples on an apple tree;
Susie ate one and then there were three.
(bend down one finger)
Three red apples. What did Alice do?
Why, she ate one, and then there were two.
(bend down one finger)
Two red apples ripening in the sun;
Timmy ate one, and then there was one.
(bend down one finger)
One red apple and now we are done;
I ate the last one, and now there are none.
(bend down last finger)

G. Field Trip
  1. Go to the grocery store and buy apples.
  2. Go to a farm and pick apples.
  3. Go to a cider mill.

TUESDAY - ORANGE

A. Unit Group Lesson - see LAP, page 81.
  1. See Monday Unit Group Lesson and adapt for an orange.

B. Music
  1. Review Monday B. music #1.
  2. Song to tune of "I'm a Little Teapot"
     I'm a little orange round as can be.
     If you peel me you will see
     That I have an inside juicy and sweet.
     Just take piece that you can eat.

C. Art
  1. Make playdough and color it orange with food coloring. Have the children make oranges out of the playdough.
  2. See Monday C. art #1 and #2.
  3. Make orange finger paint and have the children make orange circles on their papers.

D. Games
  1. See Monday D. games #1 and #2.
  2. Make a large orange paper circle and put it on the floor. Say, "girls get on the orange. Boys get on the orange. Children with something orange on their clothes get on the orange. Children with belts on get on the orange", etc.
  3. Use a small ladder and pantomime picking oranges from a tree.

E. Fine Motor
   1. See Art #1 - 3.
   2. Make a worksheet with a circle drawn on it. Make an orange construction paper circle the same size as the circle on the worksheet. Cut up the paper circle into different sections (vary the number of sections according to the child's ability). Have the child paste his sections onto the circle on the worksheet.

F. Storytelling
   1. Put a large orange circle which has been cut into four sections on the flannel board. Pass out the pieces as you say the following. Encourage children to join in with you.

"I'm going to eat some orange
I like it yum yum
I'll give a piece to Mary but I still have some for me
because I like it yum yum
I'll give a piece to Tommy but I still have some for me
because I like it yum yum
I'll give a piece to Lisa but I still have some for me
because I like it yum yum
I'll give a piece to John,
Oh, dear, there is none left for me and I like it yum yum
Boo hoo hoo hoo

G. Field Trip
   1. Go to grocery story and buy oranges.

WEDNESDAY - BANANA

A. Unit Group Lesson - see LAP, page 81.
   1. See Monday Unit Group Lesson and adapt for banana.

B. Music
   1. Review Tuesday music #1 and #2.
   2. Song to tune of "Where is Thumbkin?"

Yellow bananas, yellow bananas,
You must peel them,
You must peel them.
Then they taste so good
Then they taste so good.
Yum yum yum,
Yum yum yum.

C. Art
   1. Make yellow playdough. Have the children make bananas.
   2. Have the children paint large yellow bananas at the easel.

D. Games
   1. Make a spinner out of large cardboard banana. When it points to a child, that child has to do a trick then he can spin the banana.
   2. Pantomime being a banana that gets peeled and eaten.

E. Fine Motor
   1. Do a figure ground worksheet. See Appendix I for examples of Figure Ground.
   2. Have the children peel their own bananas.
   3. See Art #1 and #2.

F. Storytelling
   1. Use the flannel board and five yellow bananas.

One yellow banana in the jungle grew
(hold up one finger)
Out popped another, and that made two.
(hold up two fingers)
Two yellow bananas were all that I could see;
But Bill found another, and that made three.
(hold up three fingers)
Three yellow bananas - if I could find one more,
I'd pick them, and that would make four.
(hold up four fingers)
Four yellow bananas - sure as you're alive!
Why, here is another! And now there are five!
(hold up five fingers)

G. Field Trip
   1. Go to the grocery store.

THURSDAY - GRAPES

A. Unit Group Lesson - see LAP, page 81.
   1. See Monday Unit Group Lesson and adapt for grapes.

B. Music
   1. Review Wednesday Music #1 and #2.
   2. Song to tune of "The Itsy Bitsy Spider". Pantomime as you sing.

The silly willy apes
always liked to eat the grapes
ch ch ch ch chii ch ch ch ch ch chii.
They ate grapes in the jungle
they ate grapes in the zoo
Look out the silly apes will
also eat up you.

C. Art
   1. Make a grape vine on the bulletin board. Give the children the outline of a cluster of grapes and have them paste purple construction paper circles onto the outline. Then have them staple their bunch of grapes onto the grape vine.

D. Games
   1. See Monday Games #1.
   2. Children sit in a semicircle and a chair is placed so that the child sitting in it has his back to the group. Put a bunch of plastic grapes under the chair. One child sits in the chair with his eyes closed. Another child is chosen to get the grapes

and get back to his place without being heard. The child in the chair then has to guess who took the grapes.

E. Fine Motor
  1. See Art #1.
  2. Make a path tracing worksheet. Man to grapes, lady to grapes, ape to grapes, etc. See Appendix II for examples of Path Tracing.

F. Storytelling
  1. Pantomime a story about looking for grapes in the jungle but being scared out of the jungle by the apes. Pantomime it similar to the "Lion Hunt" story.
  2. Do this activity as a fingerplay and also on the flannel board with ten felt grapes.

Ten little grapes hanging on a vine
Sam took one, then there were nine.
Nine little grapes hanging near a gate
Jane took one, then there were eight.
Eight little grapes looking up to heaven
Jim took one, then there were seven.
Seven little grapes hanging above the sticks.
Jill took one, then there were six.
Six little grapes hanging near a hive
Tony took one, then there were five.
Five little grapes ready for the store
Nanny took one, then there were four.
Four little grapes ready for me
Pat took one, then there were three.
Three little grapes ready for you
Annie took one, then there were two.
Two little grapes hanging in the sun
Cathy took one, then there was one.
One little grape who was having no fun
Joyce took it, then there were none.

G. Field Trip
  1. Go to grocery store.
  2. Go to vineyard.

FRIDAY - PEAR

A. Unit Group Lesson - see LAP, page 81.
  1. See Monday Unit Group Lesson and adapt for pear.

B. Music
  1. Review Thursday music #1.
  2. Song to tune of "Twinkle, Twinkle, Little Star"

How I'd like to eat a pear
Eat it here or eat it there;
I would even climb a tree,
Then I'd have it just for me.
How I'd like to eat a pear
Eat it here or eat it there.

C. Art
  1. See Figure Ground activity, Monday Unit Group Lesson #5.
  2. See Monday Art #2.

D. Games
  1. Let the children choose a game played during this unit and adapt for pear.

E. Fine Motor
  1. See Art above.
  2. Review any on the Fine Motor activities done during this lesson on which the children need additional practice.

F. Storytelling
  1. Use the plastic fruit and pretend to have a grocery store in the classroom. Teacher gives the children play money and asks them to buy an apple, an orange, a banana, some grapes, or a pear.

G. Field Trip
  1. Go to the grocery store to buy all of the fruits studied during this unit.

UNIT - THINGS WE RIDE

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - CAR

A. Unit Group Lesson - See LAP, page 82.

(Match Concrete) 1. Use a toy car and say "this is a car". Give each child the car and say "here is a car. What is it?" While the child has the car show him another identical toy car and one other object. Say, "put the car on the car. What is this?"

(Discriminate Object) 2. Show the child the toy car and one other object. Say, "touch the car. What did you touch?" Increase the number of objects from which to choose the car.

(Match Picture) 3. Give the child the toy car and show him a picture of a car. Say, "put the car on the car. What is this?" Show the child the picture of the car and one other picture. Say, "put the car on the car. What did you touch?"

(Discriminate Picture) 4. Show the child a picture of a car and say, "this is a car. What is this?" Present the picture of the car and one other picture. Say, "find the car. What did you find?" Gradually make the not-car pictures more similar to the car and also gradually increase the number of pictures.

(Figure Ground) 5. See Appendix I for example of figure ground.

(Mark Cue Sheet) 6. See Appendix III for example of cue sheets.

(Classify) 7. Make a worksheet with various rows of objects. Use the following objects in each row:

a. buildings
b. people
c. furniture
d. vehicles

Give each child a sticker or small picture of a car to paste in the appropriate row.

B. Music

1. To the tune of "Row, Row, Row Your Boat"

Drive, drive, drive your car
All around the town
Find a gas station to wait for gas
Then drive up hill and down.

Pantomime

C. Art
   1. Give each child a small shoe box and have him count out four cardboard wheels that the teacher has cut out and put a brad through. Help the child attach the wheels to his box. Then let him paint it with tempera paint.
   2. Use large pieces of cardboard to make hills for the cars to coast down.
   3. Give each child a box big enough for him to sit in and have him paint it to look like a car.

D. Games
   1. Play musical chairs and use the cars made out of boxes, instead of chairs.
   2. Take turns hiding a toy car in the room for the other children to find.

E. Fine Motor
   1. See art #1.
   2. Do a path tracing worksheet. See Appendix II for example of path tracing.
      a. from car to garage
      b. from car to gas station
      c. from car to house, etc.

F. Storytelling
   1. Pretend that everyone is in the car going on a trip. Teacher starts the story then each child should tell of something he might see on the trip. For more advanced children this could be used as a sequencing memory activity by having the children tell everything everyone else sees when it is their turn.

G. Field Trip
   1. Walk in the neighborhood near the school to look at cars.

TUESDAY - TRUCK

A. Unit Group Lesson - See LAP, page 82.
   1. See Monday A. unit group lesson.

B. Music
   1. Review Monday B. music #1.
   2. To the tune of "Here We Go Round the Mulberry Bush"
      In my truck I carry apples,
      Carry apples, carry apples
      In my truck I carry apples
      All around the town.
   Have each child think of something different for the truck to carry.

C. Art
   1. Use large furniture boxes for trucks that the children can get into. Teacher should cut out the windows, then the children can paint the trucks.

D. Games
   1. Use a large toy truck and put three familar objects in the truck. Let one child push the truck behind a screen and remove one object. Then, push truck back to the group and have children tell what is missing.

E. Fine Motor
   1. Make a truck using a different color of felt for each part. Have the children assemble the truck on the flannel board.
   2. Put a picture of a large truck on the bulletin board. Have the children cut pictures out of magazines of things that can be carried in a truck. Then have them paste them onto the truck.

F. Storytelling
   1. Use the flannel board and five felt trucks. Try to use the names of children in the class.

      Five little trucks going into town
      This one carried a bed for Ned.
      This one carried a table for Mable.
      This one carried a pony for Tony.
      This one carried a bone for Joan.
      This one carried a pan for Anne.

   2. Say "I'm going for a trip and I'll put a book in my truck". Then the next child says, "I'll put a book and a _______ in my truck". Keep adding an item with each turn. May need to act it out with a toy truck and actual objects in order to help the children remember the items.

G. Field Trip
   1. Go for a walk to find different kinds of trucks.

WEDNESDAY - BUS

A. Unit Group Lesson - See LAP, page 82.
   1. See Monday A. group concept lesson.

B. Music
   1. Review Tuesday B. music #1 and #2.
   2. Sing "The Wheels on the Bus Go Round and Round"

C. Art
   1. Get a huge furniture box. Cut out windows. Let the children paint the bus.
   2. Make a large school bus with blank windows and put it on the bulletin board. Give each child a piece of paper just the size of the bus window. Have the children draw their faces on their paper, then have them paste it into the windows of the bus.

D. Games
   1. Let one child wear a bus driver's hat and have several children get into the large bus made during art. Then sing and pantomime "The Wheels on the Bus".

2. Have three children stand in the toy bus looking out of the windows. Have the children in the class close their eyes while one of the children on the bus stoops down so he cannot be seen. Then the children can guess who is missing.

E. Fine Motor
   1. See C. art #2.
   2. Do a path tracing worksheet. For example of path tracing see Appendix II.
      a. bus to school
      b. bus to house
      c. bus to church
      d. bus to store, etc.

F. Storytelling
   1. Use a flannel board with a big house, a little house, a school, a bus garage and a bus. Tell a child a story about the bus and have him move the bus on the flannel board in the same sequence as the story. For example: "The bus stopped at the big house, then the little house, then it took the children to the school."
   2. Ask the children if the following items can or cannot be carried on a bus: house, book, car, boy, baby, school, tree, toy, etc. Say "can I put a house in a bus?" etc.

G. Field Trip
   1. Take the children for a trip on a public bus, or on a school bus.

THURSDAY - TRAIN

A. Unit Group Lesson - See LAP, page 82.
   1. See Monday A. unit group lesson.

B. Music
   1. Review Wednesday B. music #1 and #2.
   2. Sing "I've Been Working on the Railroad"
   3. Sing "Little Red Caboose, Chug, Chug, Chug"

C. Art
   1. Use several medium sized boxes to make a train that the children can get into. Have the children paint the boxes.
   2. Make a train engine and put it on the bulletin board. Give each child a sheet of construction paper on which he is to write his name (provide the appropriate cues for each child). After the child has put his name on the paper have him paste wheels onto it. Then have him put it on the bulletin board behind the engine.

D. Games
   1. Sing and play as you would--"The Farmer in the Dell"
      Chorus:
      The engine on the track
      The engine on the track
      Hi, Ho, the derry-o the engine on the track.

Verse:
The engine takes the tank car
2--The tank car takes the box car
3--The box car takes the mail car
4--The mail car takes the caboose
5--The caboose stands alone.

E. Fine Motor
1. See C. art #2.

F. Storytelling
1. Flannel board materials needed are an engine, tank car, box car, mail car and caboose.
Here is the engine on the track;
(Hold up thumb)
Here is the tank car, just in back;
(Hold up pointer finger)
Here is the box car to carry freight;
(Hold up middle finger)
Here is the mail car. Don't be late!
(Hold up ring finger)
Way back here at the end of the train
(Hold up little finger)
Rides the caboose through the sun and the rain.
From Annie Finger Play Book.
2. Tell "The Little Engine that Could". Encourage the children to join with you when the engine is saying "I think I can, I think I can, I think I can, etc.--I thought I could, I thought I could." etc.

G. Field Trip
1. Go to railroad station.

FRIDAY - AIRPLANE

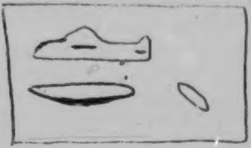
A. Unit Group Lesson - See LAP, page 82.
1. See Monday A. unit group lesson.

B. Music
1. Review Thursday B. music #1-3.
2. Song to the tune of "Swing Low"
Pantomime:
Fly low, fly high today
Fly all over the sky
Fly low, fly high away
Fly all over the sky.

C. Art
1. Make folded paper airplanes. Children may color their airplanes after they make them.
2. Use boxes and large pieces of cardboard to make an airplane that the children can paint. The children can take turns being pilot.

D. Games
1. Have the children try to throw their paper planes into a box about ten feet away.
2. Let the children choose their favorite game from this unit.

E. Fine Motor
1. See C. art #1.
2. Outline the body and rudder of an airplane, as well as the wing and tail, on construction paper. Have the children cut them out. Teacher cut slits in body.



Children assemble. Attach to string and hang from ceiling.

F. Storytelling
1. Pantomime:

"The Airplane"
The airplane has great big wings;
(Arms outstretched)
Its propeller spins around and sings,
(Make one arm go around)
"Vvvvvv!"
The airplane goes up;
(Lift arms)
The airplane goes down;
(Lower arms)
The airplane flies high
(Arms outstretched, turn body around)
Over our town!

2. Pretend that the class is in an airplane and have each child name at least one thing that they might see.

G. Field Trip
1. Visit the airport.

UNIT - CIRCUS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - CLOWN

A. Unit Group Lesson - See LAP, page 83.

(Match Object) 1. Use a toy clown and say, "this is a clown." Give each child the clown and say, "here is a clown. What is it?" While the child has the toy clown, show him another identical toy clown and one other object. Say, "put the clown on the clown."

(Discriminate Object) 2. Show the child the toy clown and one other object. Say, "touch the clown. What did you touch?" Increase the number of objects from which to choose the clown.

(Match Picture) 3. Give the child the toy clown and show him a picture of a clown. Say, "put the clown on the clown. What is this?" Show the child the picture of the clown and one other picture. Say, "put the clown on clown. What did you touch?"

(Discriminate Picture) 4. Show the child a picture of a clown and say, "this is a clown. What is this?" Present the picture of the clown and one other picture. Say, "find the clown. What did you find?" Gradually make the not-clown pictures more similar to the clown and also gradually increase the number of pictures.

(Figure Ground) 5. See Appendix I for examples of Figure Ground.

(Mark Cue Sheet) 6. See Appendix III for examples of Cue Sheet.

(Classify) 7. Make a worksheet with various rows of objects. Use the following objects in each row: vehicles, buildings, furniture, people. Give each child a sticker of a clown or a small picture of a clown to stick or paste in the appropriate row.

B. Music

1. Song to tune of "I'm a Little Teapot"

I'm a little clown short and fat
Here is my tummy, here is my hat.
I can do a trick as you will see
Just turn around and look at me.

At end of song, the teacher points to a child to do a trick.

C. Art
1. Make clown hats. Teacher makes simple cone shape hats out of poster cardboard. Then provide crepe paper material, tissue paper, feathers, etc., for the children to paste onto their hats.
2. Use paper bags just big enough to fit the child's head. Help the child cut the eye holes. Then have the children make clown faces on their paper bag masks.
3. Use water soluble felt pens and have the children decorate each other's faces to look like clowns.
4. Murals. Make a large mural with a circus tent on it. Have the children draw and cut out clowns to paste onto the mural.

D. Games
1. Choose one child to be the lead clown. Play follow the leader.
2. Have the children wear their clown masks and have a relay race; also use one pair of large men's shoes for each team to wear.
3. Put a tumbling mat on the floor and help the children do summersaults and other clown tricks.

E. Fine Motor
1. See Art #2 and #3.
2. Make a worksheet of an outline of a clown's head and have the children fill in the features.

F. Storytelling
1. Use a flannel board and five felt clowns. Have different children remove a clown after each verse. Also have the children do this as a finger play:

Five silly clowns coming through the door,
One ray away, then there were four.
Four silly clowns smiling just for me,
One fell down, then there were three.
Three silly clowns looking at you,
One went to the circus, then there were two.
Two silly clowns looking for some fun,
One went to sleep, then there was one.
One silly clown standing in the sun.
She came to my house, now there are none.

2. Fingerplay: "The Little Clown" (finger and flannel board)

This little clown is fat and gay;
(hold up thumb)
This little clown does tricks all day;
(hold up pointer finger)
This little clown is tall and strong;
(hold up middle finger)
This little clown sings a funny song;
(hold up ring finger and wiggle it)
This little clown is wee and small,
(hold up little finger)
But he can do anything at all!!!

TUESDAY - ELEPHANT

A. Unit Group Lesson - See LAP, page 83.
   1. See Monday Unit Group Lesson.

B. Music
   1. Review Monday - B. music #1.
   2. To tune of "This Old Man"

      One elephant went out to play
      at the circus for the day,
      Thump, thump, thump, thump,
      thump, thump, thump, thump.
      He played and played the day away.

      Two elephants went out to play
      at the circus for the day,
      etc.

      Pantomime this song by having one child dance during the first verse and choosing another child to join in at each new verse.

C. Art
   1. Use a large piece of newsprint four feet by six feet. Have one child draw a large elephant on it with a crayon. Then have four or five children paint in the elephant with grey tempera paint. Put on bulletin board.
   2. Mural - see Monday Art #4. Have the children draw elephants on grey construction paper. Then they can cut them out and paste them onto the mural.

D. Games
   1. See Music #2.
   2. Choose one child to be lead elephant and play follow-the-leader.

E. Fine Motor
   1. Make a worksheet with the outline of an elephant on it. Give the children pieces of elephant cut out of grey construction paper to paste onto the worksheet.

F. Storytelling
   1. Fingerplay: "The Elephant"

      The elephant has a trunk for a nose,
      And up and down is the way it goes;
         (clasp hands together, extend arms, and raise and lower them)
      He wears such a saggy, baggy hide!
         (relax body)
      Do you think two elephants would fit inside?
         (hold up two fingers)

2. Make a flannel board picture including a tree, a house, a car, and a truck. Also have a large and small elephant out of felt. Hide the small elephant behind one of the pieces on the flannel board. Give one child the large elephant and tell him a story about mother elephant looking for her baby.
   Example: "Mother Elephant lost her baby. She looked for him behind the house and behind the tree and found him behind the car."
   Change the difficulty of the sequences according to the child.

WEDNESDAY - POPCORN

A. Unit Group Lesson - see LAP, page 83.
   1. See Monday Unit Group Lesson
      (Tactile Discrimination) - put popcorn and some small smooth objects into a "feely box". Have the children find the popcorn. Ask, "what did you find?"
      (Taste Discrimination) - eat popcorn. Then blindfold the children and place popcorn then a piece of apple into the child's mouth. Have him tell you when he tastes popcorn.

B. Music
   1. Review Tuesday Music #1 and #2.
   2. To tune of "Row, Row, Row Your Boat"

      Pop, pop, pop your pop corn,
      Pop it in a pan.
      Pop corn for you, pop corn for me,
      Pop corn for a man.

C. Art
   1. Have the children paste unpopped popcorn and popped popcorn onto construction paper to make designs.
   2. Mural - use popcorn dyed green with food coloring and have the children paste it onto the mural to make trees and bushes.

D. Games
   1. Have a race using a broom to sweep a piece of popcorn from one line on the floor to another.

E. Fine Motor
   1. See Art #1 and #2.
   2. Have the children make popcorn balls.

F. Storytelling
   1. Watch popcorn popping in a popper with a plastic top. Pantomime a kernel of corn popping.
   2. Make popcorn and put it into little bags and have the children take turns pretending to sell it in the classroom. Have them say, "popcorn for sale" very loudly.

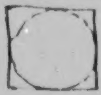
THURSDAY - BALLOON

A. Unit Group Lesson - see LAP, page 83.
   1. See Monday Unit Group Lesson.

B. Music
   1. Review Wednesday Music #1 - #3.
   2. To tune of "Twinkle, Twinkle, Little Star"

      Flying high pretty big balloon
      Big balloon, please come back soon.
      Up above the house and trees
      Take me with you if you please.
      Flying high pretty big balloon
      Big balloon, please come back soon.

C. Art
   1. Draw faces or designs with felt pens on balloons.
   2. Mural - let each child choose a small square piece of paper (use many different colors). Model cutting off the corner to make a circle.



May have to mark the cutting line for some children. Have the children paste a string to their circles and then paste them to the mural.

D. Games
   1. Put a balloon on a chair and let the children take turns trying to break it by sitting on it.
   2. Toss a balloon in the air and have the children try to keep it from falling to the floor.

E. Fine Motor
   1. See Art #1 and #2.
   2. Do a path tracing worksheet (boy to a balloon, girl to a balloon, monkey to a balloon, etc.). See Appendix II for examples of Path Tracing.

F. Storytelling
   1. Give several balloons to one child and have him pretend to be selling them at a circus. Take turns. Have the seller shout, "balloons for sale!"
   2. Tell a story about a little girl holding on to a balloon and flying high in the air. Have each child tell something she saw while up in the air. Also have each child tell where she lands and how she gets home.

FRIDAY - LION

A. Unit Group Lesson - see LAP, page 83.
   1. See Monday Unit Group Lesson.

B. Music
   1. Review Thursday Music 1 - 4.
   2. To tune of "I've Been Working on the Railroad". Pantomime as you sing.

I am walking through the circus
Happy as can be.
I am walking through the circus
Just to see what I can see.
I can see the clown laughing
I can see the elephant too
I can see the lion sleeping.
Look out! He sees you.

C. Art
   1. Mural - give the children the parts of a lion cut out of gold construction paper. Have the child paste the pieces together to make a lion, and then paste it onto the circus mural.
   2. Give the children yellow playdough to make lions.
   3. Use a large sheet of newsprint four feet by four feet. Have one child draw a large lion on it with crayon. Then have four or five children paint in the lion with gold colored tempera paint. Put on bulletin board.

D. Games
   1. Choose one child to be lead lion and play follow the leader.
   2. Use a hula hoop and have the children pretend to be circus lions jumping through the hoop. Let the children think of other tricks that the lions might do.

E. Fine Motor
   1. See Art 1 - 3.

F. Storytelling
   1. Do the story and pantomime "Lion Hunt".
   2. Use the flannel board and five felt lions:

Five big lions waiting at the door.
One ran away, then there were four.
Four big lions looking at the sea.
One swam away, then there were three.
Three big lions going to the zoo.
One joined the circus, then there were two.
Two big lions sleeping in the sun.
One chased a monkey, then there was one.
One big lion chasing you for fun.
He got lost, then there were none.

G. Field Trip
    1. Take the class to the circus.

UNIT - NATURE HIKE

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - FLOWER

A. Unit Group Lesson - See LAP, page 83.

1. Show real flower and label it, "This is a flower". Have children touch and smell flower.

(Match Object) 2. Then, have flowers, fruit and an object scattered on top of a table. Ask children to put flower on flower.

(Discriminate Object) 3. Put flower and one other thing in "feely box" or "bag". Have children reach in and discriminate the flower by touch. Say, "Find the flower". Let child reach in and find flower. Ask, "What did you find?"

(Match Pictures) 4. Show picture of flower. See if child can match picture to picture of flower on wall - "Put flower on flower". "What did you do?" or "What do you see here?"

(Discriminate Pictures) 5. Find picture of flower on wall. Ask child to look around room and find the flower.

(Figure Ground) 6. Show a picture of a forest which includes at least one flower. Child will find the flower. "What did you find?"

(Closure) 7. Hide part of flower with piece of paper. "Can you guess what this is?" Hide different parts each time. "Tell me what this is?" Then, do the same with pictures of different types of flowers.

(Tactile Discrimination) 8. Blindfold and let children touch and smell different common objects and flowers. Example: Apple, flower, slaw, lettuce. "Tell me which one is the flower?"

(Mark Cue Sheets) 9. See Appendix III for examples of cue sheets.

(Association With Outdoors) 10. Take trip, or walk to see flowers growing outdoors. Discuss when return. Write experience story on flowers growing outdoors. "What colors were the flowers?" Where did you see the flowers?"

(Parts of Flower) 11. See Art 2 (stem, leaves, bloom). Teacher assembles different parts of flower on flannel board and shows where they go. Then, use different types of flowers and let children assemble parts.

(Verbalize In Imitation) 12. Child repeats teacher's model of word, phrase or sentence.

(Verbalize "What is this?") 13. Child answers in response to "What is this?" when shown picture or real thing or facsimile of flower and its parts.

B. Music

1. Tune--"I Take My Friend a Big, Round Ball"

   I take my friend a big red flower
   big, red flower, big, red flower
   I take my friend a big red flower
   big and red.

   (This can be done in group, where one child circles around group and then selects another child, as his friend, and gives him the plastic flower. Words "big" and "red" may be changed according to characteristics of each flower.)
2. Tune--"Ring Around the Rosy". Change to "Ring Around the Roses" or "Ring Around the Flowers".

C. Art

1. Use wax paper and put a flower between two pieces. Press with warm iron. Place against glass windows.
2. Outline parts of flower on each child's paper. Have children trace over outline. Teacher may need to help at first. Then, glue on parts; bloom, stem, leaves, pre-made from construction paper.
3. Flowers can be made from pre-cut stems and leaves plus cupcake papers as blossoms (Bangs, p. 223).

D. Games

1. Plant flower seeds that grow fast.
2. Pretend game: Each child curls up on floor, one child comes around with watering can and waters each flower (child). Each time the flower is watered, child stands up a little more.
3. Bring in potted flowers (example: geranium). Let each child have turn during week to help water the flowers.

E. Fine Motor

1. Make flower puzzle and have children assemble it.
2. Each child is given a piece of paper and makes vertical lines with a green crayon. Give him flower seals to place at top of each stem/line. (Bangs, p. 223)
3. Make flowers by punching hole in center of one egg carton section (pre-cut) and inserting different colored pipe cleaners. Put these flowers in vase or tall glass.

F. Storytelling

1. Use flannel board to tell story. (Adapted from Creative Movement for the Developing Child by Cherry.)

   All the little flower seeds sleep in the ground
   Sleeping so quietly all around
   They sleep all the cold through
   There really wasn't much else for them to do.
   Then they started to grow right up through the ground
   They grew very slowly, so at first were very small
   But, their leaves unfolded and waved at us all.
   Then the sun shone down and made the flowers smile
   And they grew and grew up tall for a long, long while.
   Then the little boy Paul came and picked them all.

TUESDAY - ROCKS

A. Unit Group Lesson - See LAP, page 83.
   1. See Monday

B. Music
   1. To tune of "Three Blind Mice"

      Rocks are hard
      Rocks are hard
      (Big circle with two hands)
      Some are very big rocks
      (Little circle with each hand)
      And some are very little rocks
      But all rocks are hard
      All rocks are hard.

      (They all
      ran after the
      farmer's wife)
      (Three blind mice)
      (Three blind mice)

   2. Paw Paw Patch Song--Bring gravel and put around tree.

      He's picking up rocks and putting
      them in his pocket
      He's picking up rocks and putting
      them in his pocket
      Way down yonder in the paw-paw patch.

C. Art
   1. Paint rocks with tempera paint (May wish to put face on some of larger sized rocks. Use paint or Elmer's glue and felt and/or material). Use as door stop, paper weight, or as decoration.

D. Games
   1. Start a terrarium--(may want to call it house for plants). Put rocks in parts of the terrarium; bottom layer.
   2. Later, as terrarium develops, put rocks on top of soil. Have children come and show you where the rocks are, or let children put rocks in terrarium.
   3. Start a rock collection: take a field trip and hunt for different kinds of rocks. Take rocks back to class and put in big, open box, where children can re-examine rocks.

E. Fine Motor
   1. Use pincer grasp (thumb and index finger) and drop tiny rocks (gravel) into tin can.
   2. Cover rocks with glue, then sprinkle glitter on rocks with fingers.

F. Storytelling
   1. Tell story with large drawn pictures (use shirt boards) about rock. Have four steps, or sequences, to story. Then let children arrange story in sequence. Later, have them arrange pictures and tell story. Example:

      Boy riding bike
      Boy rides bike and runs into rock
      Boy falls off bike
      Boy picks self up and gets on bike again.

WEDNESDAY - SAND

A. Unit Group Lesson - See LAP, page 83.
  1. See Monday. (Bring in pail of sand. Have child feel and sift through hands.)

B. Music
  1. Tune--"This is the Way We Wash our Clothes"
    Verse 1--This is the way we play in the sand.
    Verse 2--This is the way we draw in the sand.
    Verse 3--This is the way we make sand castles.
  2. Tune--"How Dry I Am"
    Verse 1--We play in sand
    With our hands
    And make some cakes
    For us to bake.
    Verse 2--We make big hills
    They are so high
    I think they will
    Touch the sky.
    (For variety have children and teacher say last word of each line three times.)

C. Art
  1. Use construction paper on school lunch trays. Write names of children or draw geometric shapes with magic marker. Cover lines with rubber cement (Elmer's glue). Sprinkle sand with fingers on top of glue. Let stand. Shake sand off paper gently. Have name (etc.) written in sand.
  2. Color sand with tempera paint. First, let each child pour sand into gallon jar. Then add tempera paint and shake jar with top on. Put sand in open boxes, let children draw in sand.

D. Games
  1. Put sand in terrarium on top of rocks. Thin layer.
  2. Use sandpaper and sand wooden blocks.

E. Fine Motor
  1. Pour sand from one container to another in sandbox. Use scoop-type tools.
  2. Make sand castles in sandbox.

F. Storytelling
  1. Tell story about little boy and his friend at school: the two boys wanted to make something for their room; the teacher asked their help on a special job. Tell about boys making a terrarium. (May want to make a large book to depict story, or use the flannel board.) (Terrarium is a difficult word to say. You may want some children to call it something else.)

THURSDAY - DIRT OR GROUND

A. Unit Group Lesson - See LAP, page 83.
   1. See Monday

B. Music
   1. Tune--"Here We Go Round the Mulberry Bush"

      This is the way we dig up dirt
      Dig up dirt
      Dig up dirt
      This is the way we dig up dirt
      As we work at school.

C. Art
   1. Using a finger, draw in a box of dirt. (May want to use potting soil.) Do this activity outside.
   2. Draw with stick in dirt outside of classroom. Write names. Draw circles or other shapes.
   3. Tear pieces of brown paper and paste onto a mural on wall. Use scissors to make snips in long strips of green construction paper. Fold back strips to look like grass. Paste on top of brown paper.

D. Games
   1. Put dirt or potting soil on top of rocks and sand in terrarium. Let children do this. Use scoop to put dirt into terrarium.

E. Fine Motor
   1. Fill different containers with dirt or potting soil (pie tins, pot pie shells, butter dishes, etc.). Use spoons and scoops. Then plant grass seeds.
   2. Pinch off pieces of clay and put into a pile. Talk about this being a hill (of dirt). (Use pincer grasp to pinch off pieces of clay.)

F. Storytelling
   1. See Monday storytelling #1.
   2. Let each child tell one thing (during week) about the art mural or the terrarium he has helped make that week. Encourage children to tell as many different things as they can about each.
   3. Tell story of terrarium; see Wednesday storytelling #1.

FRIDAY - TREE

A. Unit Group Lesson - See LAP, page 83.
   1. See Monday

B. Music
   1. Paw Paw Patch Song (take chair and put behind tree. See #2 below.)

      Where, oh where is smart, big ____________________
      Where, oh where is smart, big ____________________
      Where, oh where is smart, big ____________________

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He's way down yonder behind the ________. tree.
in front   color
beside, etc. size, etc.

C. Art
1. Draw trunk of tree onto a big piece of paper. Have children tear with fingers or cut construction paper leaves, then paste leaves on tree.
2. Take branches and put into big can of sand. Cut out leaves. Have children punch holes in leaves (hole puncher - big one) and thread with string. Teacher knots string and child hangs leaves on tree.
3. Add to mural--see Thursday art #3. Have ready cut-outs of brown tree trunks. Paste on and then tear pieces of paper to make leaves on the tree. Scotch tape leaves on tree.

D. Games
1. Ring Around the "Tree"--instead of rosy.
2. Hide and Seek--behind trees only--outside.
3. Relay races--to and from trees.

E. Fine Motor
1. Draw tree trunk and branches. Have children paste pre-cut leaves on tree, or thumbtack leaves to a tree on bulletin board.
2. See art #2.

F. Storytelling
1. Use flannel board and have children sing "Ten Little Trees" as you put up cut-outs. Then, have a child put up cut-outs as he listens to song.
2. Use large picture cards and tell story of what happens to a leaf. Example:
   a. Springtime leaves are green, start as little buds and then grow.
   b. Fall comes and leaves turn yellow, red, and brown
   c. Winter and cold come. Wind blows leaves off trees to ground. Branches are bare.
   d. Then, when spring comes again, little green leaves start to grow again on tree.

   Tell story and then mix up the pictures. Have children sequence pictures. Later, have children tell story, too.
3. Use flannel board and illustrate poem below.

   My Little Tree--by Rebecca McLeod (Adapted by Jane Findlay)
   Here is the trunk of my little tree
   And here are the branches, look and see
   When the wind blows, little tree bends and sways
   This little tree likes a windy day.

   (Read and illustrate poem once more. Next teacher and children act out poem together. Then teacher reads poem and children act it out.)

UNIT - BIRDS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BIRD

A. Unit Group Lesson - See LAP, page 84.

(Match Object)	1.	Teacher labels object. Have children touch and feel a stuffed bird. "What are you feeling?" "What are you touching with your hands?"
	2.	Using flannel board: Cutouts of bird, cat, dog, heart, circle. Match stuffed bird to bird. "Put bird on bird." Model first. Mix up order of cutouts for each turn.
(Discriminate Object)	3.	Using flannel board cutouts again, have children "find bird". Ask each child, "What did you find?" (Individualize by making birds of different colors. "Find blue bird.")
(Match Picture)	4.	Make up lotto game. Have same pictures of birds, and other animals on board. "Find bird and put bird on bird."
(Discriminate Picture)	5.	Cut out pictures of animals and put on bulletin board. "Come and find a bird." "Tell me what you found."
(Figure Ground)	6.	See C. art #2.
(Tactile Discrimination)	7.	Put stuffed bird and other objects in bag or mystery box. "Find the bird." Then, "What did you get?"
(Closure)	8.	Show only wing or tail of bird picture. Cover up other parts with an overlay. "Who can guess what this might be?" (Include other animals previously studied) Cover up part of two animals. "Now, tell me which one is the bird."
(Association)	9.	Teacher shows tail and feathers. "These are the feathers and this is bird's tail." (Show real feathers.) Make bird on blackboard. Have children finish picture by adding tail and feathers.
(Verbalize in Imitation)	10.	Teacher models. Child then will imitate word or sentence that teacher said.
(Verbalize "What is This?")	11.	Child will answer in response to "What is this?" when shown facsimile or picture of bird, tail of bird, or feather of bird.

B. Music

1. Fingerplay: Adapted from Creative Movement for the Developing Child.

   This little bird is going to bed
   (place forefinger in opposite palm)
   Down in the nest he puts his head
   (turn finger over on side)
   He covers himself with feathers so tight
   (put three fingers and thumb over forefinger)
   This is the way he sleeps all night.

   In the morning he opens his eyes
   Back come his feathers, ready to fly
   (make fingers wiggle)
   He hops out of the nest all dressed
   (hop finger out of palm and run up arm)
   Then off to fly and play with the rest.
   (press together thumb and other fingers several times. Move arm up and down and around to look as if flying away)

2. Song to tune of "Ten Little Indians"

   Flying, flying, flying birds
   Flying, flying, flying birds
   Flying, flying, flying birds
   Fly all away.

3. Song to tune of "Row, Row, Row", from Creative Movements for the Developing Child

   Fly, fly, fly away,
   Happy as can be.
   Oh, fly, fly, fly away
   Then fly back to me.

C. Art

1. Spatter paint bird outline.
2. Figure Ground. See Appendix I for examples of Figure Ground.
3. Have children cut blue, red, brown construction paper strips. Then, give each child outline of bluebird (redbird, etc.). Model spreading of paste over all bird. Place pieces of construction paper on bird to make his feathers, wings, and tail. Model for children first.

D. Games

1. Blue Bird In and Out Your Window
2. Play in circle: Teacher leads activity.

   Two little bluebirds sitting on the wall
   One is named Peter and the other's named Paul.
   Fly away, Peter, fly away, Paul,   (flap arms)
   Come back, Peter, come back, Paul.
   (substitute other names for Peter and Paul.)
   Children act out actions.

E. Fine Motor

1. Puzzle of bird - 5 parts: head, body, wings, and tail.
2. Path Tracing - see Appendix II for examples of Path Tracing. Take bird to his house. Fly the baby birds to mother bird.

3. Make bird finger puppets from felt:
   Bird's beak and head. Felt fits over index and tall man fingers for head part and top of beak. Thumb fits into bottom part of beak. Teacher models activity in games #2 above. Then, child is given chance to do same.

F. Storytelling
   1. Use flannel board and cutouts, from Creative Movements for the Developing Child.

All the little birds are asleep in their nest
All the little birds are taking a rest
They do not sing, they do not eat
Everything is quiet on their street.

Then came the mother bird and tapped
    them on the head
They opened up one little eye and this
    is what was said,
"Come little birdies, it's time to learn to fly.
Come little birdies, fly way up to the sky.

Fly, fly, oh, fly away, fly, fly, fly
Fly, fly, oh, fly away, fly away so high
Fly, fly, oh, fly away, birds can fly best
Fly, fly, oh, fly away, now fly back to your nest.

   2. Dramatize above peom. Teacher narrates and children act out parts.
   3. Do activity D. games #2 on flannel board. Have children help you say it.

TUESDAY - BIRD HOUSES

A. Unit Group Lesson - See LAP, page 84.
   See Monday - bring in a real bird house.

B. Music
   1. Song to tune of "Did You Ever See a Lassie?"

Did you ever see a bird house, a bird house, a bird house,
Did you ever see a bird house,
Where some birds do live?

Watch me draw a bird house, a bird house, a bird house,
Watch me draw a bird house,
Then you can have a turn.

Draw on blackboard or big paper. Add hole in middle for bird to fly in.

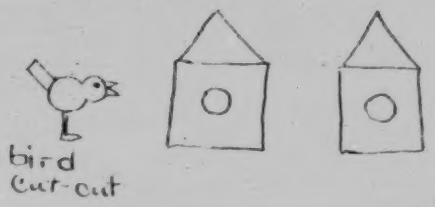
C. Art
   1. Draw bird house,doghouse, and fish bowl on each child's paper (large piece). Pre-drawn or pictures of birds given to each child. "Put bird on bird house." Then check to see if correct. Child then pastes bird on bird house.

2. Have several large sheets of paper (shelf paper) with bird house in the middle. Paste on colored birds. Then each child is to draw line from bird to bird house without bumping into other birds.
   (To individualize - make easier for some children by using a dotted path from bird to bird house; make harder for other children by assigning them to take the birds farthest away from bird house and use color - bluebird - to differentiate which bird.)

D. Games
   1. Play card game with three children at a time. Make up nine pairs of flash cards using different colored and positioned bird houses. Separate out one of each pair for pile in middle (with pictures turned down). Deal out remaining cards, three to each child. Teacher turns over one card at a time from pile in middle asking, "Who has one that's just the same?" Whoever has keeps the trick.

E. Fine Motor
   1. Use pet pamphlet on birds. Let children cut out pictures of birds. (may wish to use these in art activity, C. #1 above)
   2. Bird house picture. Back with poster board and cut into three or four pieces, making a puzzle. Have children help make puzzle - pasting, etc. Then, let each child see if he can put puzzle together.

F. Storytelling
   1. Make bird house on flannel board. Assemble parts. Talk about the different shapes - circle, triangle, square. Make several bird houses and count them. Then give each child one flannel board cut out.
      Step 1: Put one bird with one bird house.
      Step 2: Put two birds with each bird house.
      Continue



G. Field Trip
   1. Go to store and buy bird house. Hang outside room or center.
   2. Take walk and see who can find a bird, a bird house, etc.

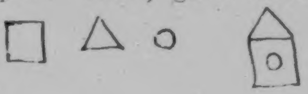
WEDNESDAY - BIRD SOUNDS

A. Unit Group Lesson - See LAP, page 84.
   See Monday: try to obtain record of bird sounds.

B. Music
   1. Old MacDonald . . . . include "bird"

2. Song to tune of "Bingo"
   There was a bird who sang a song
   He sang that song all day long
   Tweet, tweet-tweet, tweet, tweet
   Tweet, tweet-tweet, tweet, tweet
   Tweet, tweet-tweet, tweet, tweet
   He sand his song all day long.

C. Art.
1. Outline parts to bird house and color cue each part (example: triangle outlined in red.). With pre-cut triangle, square, or circle in appropriate colors, model how to assemble bird house. Let children do so on their paper. Then, give them paste and let them paste onto outline.



D. Games
1. Hide and Listen
   One child is chosen to be bird. All other children hide eyes. Bird flies away and hides. Now, others open eyes and hunt for bird. When find him, come back and sit down. Wait till all have found child.
2. Teacher asks all to hide eyes. She then goes and hides bird. She comes back and tells one child to go to find the bird. When he gets close, he will hear "tweet-tweet" (teacher makes bird sounds). Have helper go too if need two to find bird.

E. Fine Motor
1. When hear bird sounds children will snap fingers. (play record lifting needle off but making sure children can't see record player; can also do just with teacher making sounds) As get experienced in activity, try using other animal sounds, but only snap fingers when children hear bird sounds.

F. Storytelling
1. See Monday - retell Storytelling F. #1.

THURSDAY - BIRD NEST

A. Unit Group Lesson - See LAP, page 84.
   Refer to Monday. Bring in real bird's nest.

B. Music
1. Fingerplay - see Monday - B. music #1.

C. Art
1. Draw outline of bird nest. Let children color brown. Have children paste pre-cut eggs in nest. Teacher must model first, emphasizing "in."

D. Games
1. Collect small sticks, dried grass, etc., and make a pretend nest. Cut plastic gallon milk carton in half. Line with grass, small sticks, etc. Add cotton balls for eggs. (may want to make more than one nest)

E. Fine Motor
   1. Make nest of clay, let dry. Paint with tempera paint.
   2. Path Tracing - see Appendix II for examples of Path Tracing. Take bird to bird nest.

F. Storytelling
   1. Use flannel board and cutouts to tell this poem.

Five little blue birds sitting in the nest
One flew away and then there were four.
Four little blue birds sitting in a nest
One flew away and then there were three.
Three little blue birds looking at you
One flew away and then there were two.
Two little blue birds sitting in the sun
One flew away and then there was one.
One little blue bird sitting all alone
One flew away and then there were none.

FRIDAY - BIRD EGGS

A. Unit Group Lesson - See LAP, page 84.
   See Monday.

B. Music
   1. Use with game activity D. #1 below.
   Song to tune of "Oh, Dear, What Can the Matter Be?"

Oh, dear, where are the bird eggs
Oh, dear, where are the bird eggs
Oh, dear, where are the bird eggs
They're hidden all over our room.

C. Art
   1. Figure Ground - See Appendix I for examples of Figure Ground. Make the eggs different sizes and use different colors of eggs. To individualize: make easier by color cueing outline of egg within the background; make harder by adding birds to picture and the positioning of birds.

D. Games
   1. Hide paper eggs around room. Have egg hunt and sing song while hunting. Then, each child will count his eggs.

E. Fine Motor
   1. Paint bird nest brown. Put small eggs made of clay in nest.

F. Storytelling
   1. Tell story using flannel board and cutouts.
   One day a mean owl decided to play a trick. He mixed up the birds' eggs by raking Mrs. Robin's eggs and putting them in Mr. Redbird's nest. (continue with one or two other characters) When Mrs. _________, and Mrs. ___________, and Mrs. _________ flew back after finding food for breakfast, they knew what

had happened.
Teacher asks, "Can you help?" "Can you help put Mrs. Bluebird's eggs back in her nest?" "Can you put Mrs. Robin's eggs in her nest?", etc. (identify nest by mother bird; eggs should be color cued - robin's eggs, speckled; bluebird's eggs, blue; redbird's eggs, red)
End story by having all mother birds thanking the children for helping them find their own baby birds.

UNIT - EASTER

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BUNNY OR BUNNY RABBIT

A. Unit Group Lesson - See LAP, page 84.

	1.	Bring in real rabbit. Have children "pat bunny".
(Match Object)	2.	Use stuffed animals. Line up animals on floor against wall. "Put the bunny with bunny."
(Discriminate Object)	3.	Put all stuffed animals on table. Have children go and find the bunny. "Touch the bunny." (Mix up the order for each turn.)
(Match Pictures)	4.	Put up pictures of animals on bulletin board. Child is directed to find bunny rabbit and put teacher's picture of bunny rabbit on the bunny rabbit on the board.
(Discriminate Pictures and Figure Ground)	5.	Use large picture book of Peter Rabbit. Open and ask child to find rabbit in picture. "What did you find?" or "who did you find?"
(Closure)	6.	Show picture of just the rabbit's long ears; ask children to guess who it is? Show picture of rabbit's tail, etc. and ask "who could this be?"
(Function)	7.	What does a rabbit do? If children do not guess, teacher says, "he hops, eats carrots and brings us Easter eggs". (See B. music #1)
(Mark Cue Sheet)	8.	See Appendix III for example of cue sheet.
(Associate With Easter)	9.	Tell about Easter Bunny--"A special bunny comes to see you at Easter time. His name is Easter Bunny and he brings surprises--look in my pocket. He put something there for you." (Candy Easter egg for each child.)
(Verbalize In Imitation)	10.	To imitate model's verbalization, "bunny" "bunny rabbit" or sentence.
(Verbalize--What Is This?)	11.	Can answer question "what is this?" when shown above representations of bunny rabbit.

B. Music

1. To Frere Jacques tune

Bunny rabbit, bunny rabbit (stand up and put hands behind head to
Bunny rabbit, bunny rabbit make ears)
Hop, hop, hop (hop with both feet together and hands still behind head)
Hop, hop, hop
Bunny, bunny rabbit
Bunny, bunny rabbit
Hop, hop, hop

2. To Punchinella tune
   What can you do, Mr. Rabbit, Mr. Rabbit
   What can you do, Mr. Rabbit, here at school
   I can wiggle my nose, my nose
   I can wiggle my nose, here at school
   Other Verses:
   --wiggle my ears
   --hop on two feet
   --chew my carrot

C. Art
1. Large piece of construction paper. Draw outline of rabbit. Use cotton balls and glue them to all of the rabbit's body. Add eyes, nose, and mouth with magic marker, or glue construction paper parts onto the cotton balls.
2. Use paper bags. Have children cut out ears and glue onto bag. Mark and cut out eyes while children make whiskers by cutting pipe cleaners. Children then glue pipe cleaners on mask. Let dry.
3. Meat trays--cut out rabbit shapes. Paint rabbits pink. Add eyes, etc. Glue on cotton ball for tail.

D. Games
1. Hide the Easter Bunny in the room and see who can find it.
2. Listen and do: (use stuffed rabbit)
   a. jump over rabbit
   b. walk around rabbit
   c. step over rabbit
   d. crawl around rabbit
   e. lie down behind rabbit
   f. crawl in front of rabbit
   g. put rabbit under chair
   h. put rabbit in chair

E. Fine Motor
1. Make triwall cardboard puzzle of rabbit.
2. Use rabbit cookie cutter and make "rabbit" cookies out of play dough.
3. Make sugar cookie dough--cut out rabbits with cookie cutter. Sprinkle colored sugar on top and bake in small broiler oven. Eat at snack.

F. Storytelling
1. Peter Rabbit--read or tell story using large picture book.

TUESDAY - EASTER EGGS

A. Unit Group Lesson - See LAP, page 84.
1. See Monday

B. Music
1. Sing to the tune of the Campbell's Soup Song
   Easter Egg
   Easter Egg
   Hide and Hide the Easter Egg

   Easter Egg
   Easter Egg
   Look, look, look for Easter Eggs

C. Art
1. Color hard boiled eggs with wax crayons, or dye eggs.
2. Cut out egg shapes from styrofoam meat trays. Paint them or color them with magic markers.

D. Games
1. Easter Egg Hunt--hide eggs all around room. (sing music #1) Have children hunt and find the eggs.
2. "Go Fishing" Game--child is asked to fish for red egg, yellow egg, or red and blue egg. Second turn, "fish for three eggs".

E. Fine Motor
1. Cut out paper eggs. Have children decorate eggs with colored yarn, macaroni, pieces of tissue paper, scraps of ribbon, etc.
2. Make puzzles out of egg shapes.
3. Make eggs out of clay or play dough.

WEDNESDAY - BASKET

A. Unit Group Lesson - See LAP, page 84.
1. See Monday

B. Music
1. Paw-Paw Patch: pick up paper eggs and put them in a basket.
2. Auditory Discrimination Game: put two or three sound-making objects in a basket at one time (examples: music box, rattle, shaker, wooden sticks, bell, egg beater, kitchen timer, etc.) Let children play with and hear the sound each object makes before starting the game. Then, model activity. Cover the basket with a cloth. Play one thing inside basket. Uncover the basket. Ask child to show and/or tell what he heard.

C. Art
1. Attach construction paper basket to wall. Model tearing small pieces of variously colored tissue paper and rolling or twisting each piece. Then, put glue on the pieces and stick onto basket. Cover whole construction paper basket with tissue paper.

D. Games
1. Teacher or leader of band hands out instruments from basket. Put instruments back in basket when done.
2. Play name reading game. Write child's name on cards and place in basket. Take out one at a time and see if child can read name.
3. Bean bag toss--Throw bean bags into basket from two feet away. Increase distance from basket as child gets better.

E. Fine Motor
1. Make lacing cards of brightly colored eggs.
2. Make eggs from colored clay
3. Cut out pre-drawn eggs.

F. Storytelling
   1. Use flannel board and cut-outs of baskets and eggs. Say, "we have four eggs for each basket. Put four eggs with each basket".

THURSDAY - PREPOSITION - IN

A. Unit Group Lesson - See LAP, page 84.

(Physical)	1.	Have child stand in big box. Tell him he is in box. Another example: wrap child up in blanket, wrap child up in beach towel. "Tell me where __(child's name)_____ is?"
(Physical Discrimination Among Objects)	2.	Have a variety of objects, such as trash can, box, etc. "Get in the _____." "Where are you?"
(Real Objects)	3.	Teacher models first, "put eggs in the basket." Teacher then asks child, "where are the eggs?"
(Discriminate Among Objects)	4.	Use cup, box, basket. Put eggs in the ______. "Now, children, tell me where the eggs are?"
(Picture)	5.	Label and show eggs in basket. Label and show rabbits in basket. Label and show ball in basket. Then ask children, "where are the eggs?"
(Picture Discrimination)	6.	Teacher has several pictures drawn on blackboard showing eggs in, under, over, beside the basket. Have children come up and find picture which shows eggs "in" the basket. "Tell me which picture you found?"
(Cue Sheet)	7.	Mark pictures with eggs in the basket. See Appendix III for examples of cue sheets.
(Work Sheet)	8.	Mark which picture shows the eggs in the basket.
(Verb--Imitation)	9.	Children repeat verbalization of model given by teacher or child: one word, sentence or phrase response.
(Verb--Where Are The ____?)	10.	Children can answer, "where are the eggs?"

B. Music
   1. Tune--"Blue Bird In and Out the Window". Substitute "rabbit" for blue bird. Let rabbit wear mask of paper bag with ears, whiskers attached. Have him hop in and out the window.
   2. Put Your Finger In the Air
      Other Verses--Put the button in the box
      Put the penny in the bank
      Put the ball in the cup

C. Art
   1. Make a basket. Collect small butter dishes. Punch hole in sides. Have children put pipe cleaners through the holes and turn end up. Put grass in basket. Put eggs in basket. (Use dyed eggs)
   2. Outline shape of basket. Color cue handle (brown) and basket part (pink). Spread paste with tongue blade on handle and basket. Give pre-cut brown and pink pieces of construction paper. Have children put construction paper pieces on appropriate parts.

D. Games
  1. Toss bean bag in __________, can, etc.
  2. Wrap children in blanket so they can't be seen. "Where is _______?"
  3. Make a house--cover table with old bed spread. Tell children (four at a time) they can play in house. "Where are you __(John)__? Tell me."

E. Fine Motor
  1. Drop tiny objects in mayonnaise jar with hole in lid. Use pincer grasp to pick up pennies, safety pins, pegs, beans, etc.
  2. Put pennies in bank--use pincer grasp to pick up pennies.
  3. Put pegs in pegboard: color cue and use visual pattern for child to copy. (Run off pattern on ditto sheets and color code pegs.)

F. Storytelling
  1. See Wednesday storytelling #1. Substitute "in" for "with", vary number as well.

FRIDAY - PREPOSITION - UNDER

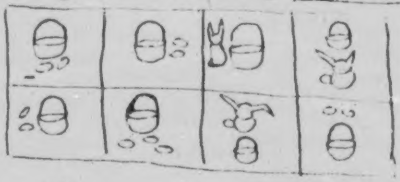
A. Unit Group Lesson - See LAP, page 84.
  1. See Thursday unit group lesson

B. Music
  1. To the tune of "Bear Went Over the Mountain"--make bridge by holding hands.
    a. The bunny went under the bridge (child acts as bunny and hops under bridge)
    b. The eggs go in the basket (each child puts egg in basket)
    c. Make up other verses using "in" and "under". Stimulate ideas by questions.

C. Art
  1. Draw Easter picture: "Who can put eggs in their picture?" "Who can draw eggs under their basket?" "Who can paint eggs in the basket?" Have children tell about pictures.

D. Games
  1. Run under slowly turning jump rope.
  2. Crawl under things in obstacle course: table, teacher (legs spread apart), broom laid between two chairs, etc.
  3. Relay "under and over" with stuffed rabbit.

E. Fine Motor
  1. Path Tracing--see Appendix II for examples of path tracing. Make boy go under the fence, etc.
  2. Mark sheet (ditto worksheet) of picture showing eggs under basket, rabbit under basket, etc.



F. Storytelling

1. See Wednesday #1. Expand activity to include number and preposition concepts.
   "Put 4 eggs in a basket."
   "Put 4 eggs under a basket."
   "Put 4 eggs under each basket."
   "Put 3 eggs in each basket and count. How many eggs are left?"
2. Rabbit's Adventure--fingerplay
   In a cottage in the woods (draw house in the air with fingers)
   Little man by the window stood
   Saw a rabbit hopping by (fist with two fingers up and move up and down)
   Knocking at my door (knock with fist)
   Help me, help me, help me, he said (hands open--put up and down)
   Or the hunter shoot me dead (fingers--index and thumb--acts like gun)
   Little rabbit come inside (beckon with one hand)
   Safely to abide. (fist is stroked by other hand)

UNIT - GARDEN TOOLS

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - GARDEN HOSE

A. Unit Group Lesson - See LAP, page 85.

(Match Object)	1.	Present real hoses. Let children feel. Label each, "this is a hose". Then ask child to put "hose on hose".
(Discriminate Object)	2.	Put objects, including hose, on table in room. Have each child go and find the hose on the table. (Mix up order of objects each time.) "What did you find?" "What did you touch?"
(Match Picture)	3.	Ask child to match pictures of hoses. Use a lotto game and ask child to "put hose on hose". (Have other objects on the board, i.e., flower, tree, etc.) "Show me the hose again." Then, ask child, "Tell me what you showed me."
(Discriminate Picture)	4.	Using pictures of different objects, have child identify hose. "Tell me which one is the hose."
(Figure Ground)	5.	In busy pictures, have child locate the hose. "Where is the hose?" "Tell me where you found the hose."
(Tactile Discrimination)	6.	Blindfold child and guide to table with objects. Let child feel each object. Then, have him find/or tell you which one is the hose. "Tell me when you find the hose."
(Closure)	7.	Use different pictures and hold them in your hands so only part of each picture can be seen. Show partially covered pictures to children and ask if they can tell which one is the hose.
(Cue Sheet)	8.	See Appendix III for examples of Cue Sheet.
(Function)	9.	Explain what you do with hose. "Hose puts water on garden. Hose gives water to grass. Hose gives water to flowers." Show pictures to demonstrate each function of hose. Then, ask each child, "Tell me something you might like to do with the hose." Write down what each child says or does (pantomimes). Make time to do during the day.
(Classify)	10.	Explain that, "A hose is a tool we use in garden. The hose is a garden tool."
(Verbal Imitation)	11.	Expect child to imitate one word - "hose"; a phrase - "a hose"; or sentence, "this is a hose."
(Verbalize: What is This?)	12.	When shown a picture, child can answer question, "what is this?"

B. Music

1. Song to tune of "Campbell Soup Song, Um-Um - Good"

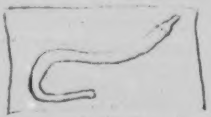
Water hose, water hose
Puts lots of water on the ______garden______.
______grass______.
______flowers______.

Water hose, water hose
This is how we use a water hose. (pantomime)

Turn on water, hold on tight (pantomime)
Then out comes the water, whoosh, whoosh, whoosh.
(make sound, whoosh)

C. Art

1. Make a pencil outline of hose on piece of paper. Use green food coloring to make round noodles green. Model for children how to make Elmer's glue cover the pencil outline. Then, put noodles next to one another on glue and let dry.



You may wish to draw pencil lines to indicate water coming out. Again, model how to use glue to cover lines. Then, put on top of glue pieces of pipe cleaners, or thick spaghetti.

D. Games

1. Wind hose into large loops two inches in diameter. Have children stand several feet away. Toss ball through the hose. May want to have someone on other side to catch ball. (Also use bean bags, newspaper balls, sponge ball, etc.)
2. Use hose to water garden, grass, and flowers.
3. Use hose which has been wound up into approximately three inch diameter loops: fasten hose securely with sturdy tape. Have children crawl through, when hose is held vertically to floor. Have children jump into middle of the hose lying horizontally on floor and out again, one at a time.

E. Fine Motor

1. Make hose out of clay or playdough.
2. Do path tracing activity on black board. Take the water from the spigot through the hose to the flowers. See Appendix II for examples of Path Tracing.

F. Storytelling

1. Tell story, using puppets, about hose. Use stage or a screen: Two friends were playing outside. One friend (Mary) saw hose and thought it was a snake. She then ran to her friend and told her to come and see the green snake. Her friend told Mary that it was a hose, not a snake, but Mary did not believe her. So the friend showed Mary how the hose worked. The friend showed Mary how to use the hose to water flowers and grass. Mary wanted a turn too. So, she too watered the flowers and grass. She wasn't afraid of the hose anymore.

TUESDAY - RAKE

A. Unit Group Lesson - See LAP, page 85.
   1. Refer to Monday - Unit Group Lesson.

B. Music
   1. To tune of Campbell Soup Song:
      (Do motions with rake or use rake in pantomime)
      Rake the leaves, rake the leaves,
      See us work, raking leaves.
      We can help, we can help,
      We can help rake the leaves.
   2. To tune of "Row, Row, Row Your Boat"
      (Pantomime)
      Rake, rake, rake the leaves,
      See us rake the leaves.
      Rake, rake, rake the leaves,
      Raking leaves is fun.

C. Art
   1. Make mural on wall. Draw trees and a boy and girl, each with a rake. Have children cut or tear different colored construction paper leaves. Have each child come and glue or tape leaves on mural.

D. Games
   1. Rake leaves outdoors. Jump into big piles of leaves.
   2. Place rake between two chairs as part of obstacle course. Have children go under, over, around rake when following directions through obstacle course.
   3. Use rake in relay race. Children have to touch rake and run back to line. Adult holds rake.

E. Fine Motor
   1. See Appendix II for examples of Path Tracing. Take the boy/girl to the rake. Rake the leaves to the big pile of leaves.
   2. Trace around stencil of a rake made out of posterboard or cardboard.

F. Storytelling
   1. Use large picture cards (self drawn) to tell story about two children raking leaves. Then have children assemble pictures in the sequence you told the story. Then mix them up again and have children re-sequence.
      a. Start with a three or four part story to begin.
      b. Then add more parts as children are able to sequence four part story easily.
   Examples: 1. Children asking, "Mother, what can we do?" Mother suggests raking leaves.

2. Mother and children rake leaves.
3. Put leaves in big bags.
4. Put bags at side of road for garbage man to take away.

WEDNESDAY - SHOVEL

A. Unit Group Lesson - See LAP, page 85.
   1. Refer to Monday - Unit Group Lesson.

B. Music
   1. To tune of "Punchinella"
      What do we do with Mr. Shovel, Mr. Shovel
      What do we do with Mr. Shovel, here at school?

      (pantomime)
      We dig in the sand, dig and dig,
      We dig in the sand, in the sandbox.

      (pantomime)
      We dig in the dirt, dig and dig,
      We dig in the dirt, for a garden.

C. Art
   1. Pre-cut shovels out of heavy paper. Sponge paint or spatter paint around cutout of shovel. (keep shovel cutout in place by putting small piece of masking tape on back)
   2. See Appendix I for examples of Figure Ground.

D. Games
   1. Start a garden outside. Have each child use shovel and dig up the dirt.
   2. "Hide and Seek" the shovel.

E. Fine Motor
   1. Path Tracing activity. See Appendix II for examples of Path Tracing.
   2. Use small play shoves (plastic) and put sand in pail. (may want to do only in sandbox)

F. Storytelling
   1. See Tuesday - F. storytelling #1. Make up story about planting a garden using new pictures and shovel.

THURSDAY - HOE

A. Unit Group Lesson - See LAP, page 85.
   1. Refer to Monday - Unit Group Lesson.

B. Music

1. To tune of "Row, Row, Row Your Boat"
   (Pantomime)

   Hoe, hoe, hoe the garden
   Hoeing all the dirt.
   Hoe, hoe, hoe today
   For our garden to stay.

C. Art

1. Make cutouts of hoe beforehand, using thick posterboard or cardboard. Have children trace around cutout using crayon or magic marker. Fill in outline with rubber cement, or Q-tips with Elmer's glue. Use fingers to sprinkle sand over glue and let sit. Gently shake off excess.

D. Games

1. Hoe the dirt in the garden into rows. (will have to help children with this) Use hose to water the rows.
2. Use hoe which is held by a child at each end. Give children directions to 1. jump over
   2. step over
   3. crawl under
   4. run under
   5. hop on one foot under

   (Raise and lower height of hoe during game)

E. Fine Motor

1. Make hoe out of clay.
2. Path Tracing. Refer to Appendix II for examples of Path Tracing.

F. Storytelling

1. See Tuesday and Wednesday - F. storytelling #1.

FRIDAY - LAWN MOWER

A. Unit Group Lesson - See LAP, page 85.

1. Refer to Monday - Unit Group Lesson. Use plastic replica of lawn mower.

B. Music

1. To tune of "Merrily We Roll Along"
   (Pantomime)

   (child's name) will push the mower,
   ____________ will push the mower,
   ____________ will push the mower,
   ____________ , you pushed the mower,
   Now the grass is cut.

Other verses:
a: This is how the mover sounds (rrrr-rrr-rr-rr-rr-rr; make motor sound by blowing air through lips)
When it cuts the grass.
b: Think up other verses.

C. Art
1. Use Sears Catalog. Cut or tear out pictures of lawn mowers. Paste on large sheets of construction paper. Tear scraps of green paper and glue on to make grass.
2. Make a mural. Cut or tear long strips of green paper. (Use Q-tips for spreading glue on strips) Make grass and hills on paper (may need to draw outline of hills) by gluing strips. Then use a pre-cut picture of lawn mower and glue onto grass. Pre-cut figures (man or woman or boy or girl) are glued last to push the lawn mower.

D. Games
1. Help children cut grass outside with a push lawn mower. (do not use an electric mower)

E. Fine Motor
1. Path Tracing activity. For examples of Path Tracing, refer to Appendix II. Take lawn mower to the grass. Draw on chalkboard or use magic slate.

F. Storytelling
1. Word Games
   a. If I needed to cut grass, what would I use?
   b. If I needed to rake leaves, what tool would I use?
   c. Give lots of practice with this.
2. Fooler Word Game: "See if I can trick you"
   Use above activity and make mistakes. See if children can correct you. Use props, if necessary (cutouts or pictures).

G. Field Trip
1. Take field trip to hardware store and examine each garden tool studied.

UNIT - ANIMALS

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - DOG

A. Unit Group Lesson - See LAP, page 86.

(Real Object)	1.	Bring in real dog. Let children touch and feel pet dog. "What is this?" "Tell me who this is?"
(Match Object)	2.	Use flannel board cut-outs to match dogs. "Put dog on dog."
(Discriminate Toy Animals)	3.	Using several plastic animals, have child find dog. "Show me which one is the dog?" Or, "Show me dog." Mix animals up before next child's turn.
(Discriminate in Pictures)	4.	Use pictures of different animals to locate which one is a picture of a dog. "Find the dog." "What did you find?"
(Associate Sound)	5.	Associate dog with bark. Use Peabody Kit Level P--animal sounds record. Make sound and tell children that a dog makes that sound. (May want to use a cassette recorder and tape dogs barking.) Sing Music #1 song.
(Other Association)	6.	Where dog lives--what he eats. a. Ask if anyone knows where a dog lives? He lives on land. "Now, tell me where the dog lives?" b. Ask if anyone knows what a dog eats? Show dog food. (See Monday E. fine motor #1) Let real dog eat food.
(How Moves)	7.	Teacher first will want to ask "Who can tell me how a dog moves?" If no one can, she may give clues-- Walks? Swims? Flies? Runs? Find a picture in this room that shows how a dog runs.
(Classification)	8.	Then, teacher will explain that the dog is an animal. "The dog belongs to the animal family." May want to name and show other animals that belong to animal family.
(Classify as Pet, Farm or Zoo Animal)	9.	Give each child a flannel cut-out of dog. Use flannel board and discuss "dog" as a pet. Put on flannel board three groups of animals: pet, zoo, and farm. Ask each child to "put the dog with the group he belongs to."

(Verbalize Imitation) 10. Child imitates label or sentence. Say, "This is a dog." Say, "Dog."

(Verbalize--"What is This?" 11. When shown picture, plastic toy animal, real animal, flannel board cut-out, child can answer, "What is This?" correctly.

B. Music

1. Song to tune of "Did You Ever See A Lassie"
   Did you ever see a dog, a dog, a dog
   Did you ever see a dog's tail
   Go this way and that.
   (Put hand behind you and wiggle it back and forth.)
2. Bingo
3. Old MacDonald

C. Art

1. Make Animal Book for each child. Draw dogs on ditto sheets and run off. Each child will color one dog (minimum) and put picture on his animal book. (Make cover of book by folding large sheet of construction paper over. Put child's name on his book.)
2. Trace around stencil of dog using primary pencil or felt-tip pen. (Example: DLM--Animal Stencils)

D. Games

1. Farmer in the Dell.
2. Pin Tail on the Dog.
3. Draw poster of dog and fasten to wall. Have dog's mouth cut out--fairly big hole. Play throw-dog-the-ball game. Stand three feet away and throw styrofoam ball in dog's mouth. Now move child back further and hold poster, telling child to throw ball in dog's mouth. (May want to use different ball now.)

E. Fine Motor

1. Each child picks up one piece of dried dog food using pincer grasp, (index finger to thumb) and puts in dog's dish. When filled, let dog eat dog food.
2. Path tracing. See Appendix II for example of path tracing.
   Take dog to his bone.
   Take dog to his dog house.
3. Make puzzle of dog. Let children put it together.

F. Storytelling

1. Going on trip--Use flannel board to demonstrate.

Teacher	"I'm going to Grandma's and I will take my dog."
Children	Repeat exactly
Teacher	"I'm going to Grandma's and I will take my dog and dog food."
Children	Repeat exactly
Teacher	"I'm going to Grandma's and I will take my dog, dog food, and dog bowl."
Children	Repeat exactly

Later, have child act as teacher and tell what he will take.

TUESDAY - CAT

A. Unit Group Lesson - See LAP, page 86.
  1. See Monday's lesson on dog. May want to add new step to lesson--parts of body.

B. Music
  1. Old MacDonald

C. Art
  1. Ears, tail, body (head and legs optional) are outlined as individual parts of a whole cat. Teacher models where each part goes. Child then matches parts appropriately to its outlines. Then, pastes parts onto drawing. May add whiskers to face. Draw lines and have child put glue onto lines and cover with piece of yarn.
  2. See Monday C. art #1.
  3. Make picture of cat's face. Have each part cut out. Model how to assemble. Let each child put each part on face in appropriate place (without cues, if possible): eyes, nose, mouth, ears, whiskers. Then, child can have paste to glue them onto face.

D. Games
  1. Farmer in the Dell.
  2. Pin the Tail on the Cat.

E. Fine Motor
  1. See Monday E. fine motor #2 and 3.
  2. See art for today.

F. Storytelling
  1. Flannel board time--Tell story of Three Little Kittens using flannel board cut outs. Then, have children count kittens. "We have three kittens. Put enough mittens, so that each kitten will have a pair of mittens."

WEDNESDAY - HORSE

A. Unit Group Lesson - See LAP, page 86.
  1. See Monday's lesson on dog.

B. Music
  1. Song to tune of "Here We Go Round The Mulberry Bush".

This is a horse, his home is the barn
His home is the barn, his home is the barn
This is a horse, his home is the barn,
Now, go show me where he lives
(Have pictures on hand and show)

Have pictures on bulletin board of barn, house, school, church, etc. Child is to find where the horse lives.
  2. Old MacDonald

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C. Art
  1. Figure Ground--See Appendix I for example of figure ground.
  2. See Tuesday C. art #1.
  3. See Monday C. art #1--use cloth and different textured materials.

D. Games
  1. Pin the Tail on the Horse.
  2. Bring in or make broomstick horse. Let children ride.

E. Fine Motor
  1. Make barn out of shoe box. Take and put all small, plastic animals upright in barn. Then take horses only out, without knocking other animals over.
  2. Put together puzzle of a horse. (Cheves or DLM puzzles)

THURSDAY - PIG

A. Unit Group Lesson - See LAP, page 86.
  1. See Monday's lesson on dog.

B. Music
  1. Ten Little Indians tune--substitute "pigs" for "Indians".

C. Art
  1. Pre-drawn outline of pig on construction paper. Tear pieces of pink tissue paper and twist paper. Glue twisted paper next to each other so fills outline of pig.
  2. Figure Ground--See Appendix I for example of figure ground.

D. Games
  1. Relay Race--Children have to touch picture of pig on wall and run back to line.
  2. Pin the Tail on the Pig.
  3. Go Fishing--Using magnet on pole, see who can fish and find the pig (animal pictures with paper clip attached to each).

E. Fine Motor
  1. Lacing card in shape of a pig. (Can make by glueing two pieces of poster board together and hole puncher.)
  2. Path Tracing--See Appendix II for example of path tracing.

F. Storytelling
  1. Three Little Pigs story
  2. Tell Three Little Pigs using flannel board and cut-outs. One-to-one correspondence: "Put up enough pigs so each pig will go with each house."

FRIDAY - COW

A. Unit Group Lesson - See LAP, page 86.
  1. See Monday's lesson on dog.

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B. Music
  1. See Wednesday B. music #1.
  2. Old MacDonald

C. Art
  1. Figure Ground with cow, horse, pig. See Appendix I for example of figure ground.
  2. See Monday C. art #1.

D. Games
  1. London Bridge--"This Big Bridge"--instead of "London Bridge" "On the Cow" instead of "My Fair Lady".
  2. Go fishing--See Thursday D. games #3.

E. Fine Motor
  1. Puzzle of cow.
  2. Path Tracing--See Appendix II for example of path tracing.

F. Storytelling
  1. Tell Old MacDonald using flannel board characters.
  2. Match cows to baby cows on flannel board. Count cows first. Find mother cows and match to baby cows (calves). Review other animals and babies in same way.

G. Field Trip
  1. Take a field trip to a farm.

UNIT - THE FARM

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - FARMER

A. Unit Group Lesson - See LAP, page 87.

(Match Picture)	1.	First show picture of farmer. Then show pictures of farmers. "Put farmer on farmer." "Who is this?"
(Discriminate in Pictures)	2.	Use pictures of community helpers. Ask child to find farmer.
(Figure Ground)	3.	In a farm picture which includes farmer, have child locate farmer. Ask child, "Tell me who you found."
(Closure)	4.	Shuffle pictures of community helpers (doctor, mailman, etc.) together. Have part of each showing. Tell children, "Find the farmer." "Who did you find?"
(Function)	5.	Explain farmer's job: "Farmer's job is to take care of animals and to grow food."
(Associate with Farm)	6.	Show picture of farm. Show animals that farmer takes care of. Show farmer growing corn or other crop. Show pictures of the following: city streets, circus, farm, inside of an office. Have children show you where farmer lives and belongs.
(Verbal Imitation)	7.	Throughout lesson, ask children who are on imitation level to say the appropriate response after your model.
(Verbalize: "What is this?")	8.	Have child answer question, "what is this?" throughout lesson when shown any representation of a farmer.

B. Music

1. Old MacDonald
2. Song to tune of "Punchinello"

What do you do, Mr. Farmer, Mr. Farmer,
What do you do, Mr. Farmer, on the farm?
I take care of Mrs. Cow, Mrs. Horse
I take care of Mr. Pig too.
What else do you do, Mr. Farmer, Mr. Farmer,
What else do you do, Mr. Farmer, on the farm?
I grow things for people to eat,
I grow corn and beans and hay.

C. Art

1. Assemble picture of farmer. Using construction paper, pre-cut the shirt, overalls, head, feet, and hands. Have child match parts to outline and then turn and paste.
2. Tear out assorted pictures. Make booklet of things that go with the farmer. Discuss which pictures go with farmer and which do not. Then have each child cut out one thing and put in "Farmer's Book". Examples of pictures: animals, community helpers, vegetables, toys, clothing.

D. Games

1. Farmer in the Dell. Have one child dress up as farmer, stand in middle.

E. Fine Motor

1. Path Tracing - for examples of Path Tracing see Appendix II.
2. See Art #1 and #2.

F. Storytelling

1. Tell story of Old MacDonald using flannel board.

TUESDAY - BARN

A. Unit Group Lesson - See LAP, page 87.

1. See Monday's lesson on farmer.

B. Music

1. Song to tune of "Down by the Station"

Down by the barn,
Early in the morning,
You will see the cows
All in a row.
Moo-moo, moo-moo,
Time to eat.

Substitute other animals for cow - pigs, chicks, horse, and sheep.

C. Art

1. Get large box. Paint it red like a barn. Let dry. Later, draw on door and cut out with knife.
2. Assemble picture of barn on bulletin board. Match parts of barn to outline.

D. Games

1. Ring Around the Barn (Rosey)
2. Make a farm area. Put barn in farm area. Build fence (wooden blocks) around all the farm. Put animals on the farm and in the barn.

E. Fine Motor
   1. Make puzzle of a barn.
   2. Make lacing cards of a barn.

WEDNESDAY - TRUCK

A. Unit Group Lesson - See LAP, page 87.
   1. See Monday's lesson on farmer.

B. Art
   1. Assemble picture of a truck. Have an outline of truck and its parts on each child's paper. Give each child pre-cut parts which are to be matched to outline. When done correctly, have child turn parts over and paste down.
   2. Cut out pictures of truck and paste on paper to put in "Farmer's Book." Other pictures of trucks should be tacked up on bulletin board.

C. Games
   1. Put truck in farm area of room. Put plastic animals on truck and take them to the farm where they will stay and live.

D. Fine Motor
   1. Load up toy truck with plastic animals and drive to barn.
   2. Make puzzle of truck.

THURSDAY -TRACTOR

A. Unit Group Lesson - See LAP, page 87.
   1. See Monday's lesson on farmer.

B. Art
   1. Assemble picture of tractor - see Wednesday B. art #1.
   2. See Wednesday B. art #2 - substitute tractor for truck.

C. Games
   1. Put tractor in farm area and make a cardboard area with rows. Have tractor follow rows.

FRIDAY - CHICKENS

A. Unit Group Lesson - See LAP, page 87.
   1. See Monday's lesson on farmer. Add Peabody Kit - Level P Record on animal sounds to lesson - association level.

B. Music
  1. Old MacDonald
  2. Song to tune of "Frère Jacques"

I like chickens
I like chickens
Yes, I do
Yes, I do
Chickens say "cheep, cheep"
Chickens say "cheep, cheep"
And they walk on two feet,
And they walk on two feet.

NOTE: stoop down on floor. Put hands on hips and move them like wings.

C. Art
  1. Figure Ground - for examples of Figure Ground, see Appendix I. Use chicken and eggs in picture.

D. Games
  1. Add chickens and chicken house to farm area.
  2. Make chicken house out of a small shoe box or any box. Cut out door, paint. Later put plastic chickens inside.

E. Free Motor
  1. Make eggs and chicken's nest out of clay.
  2. Cut out chicken with cookie cutter. Use playdough or clay.
  3. Path Tracing - take chicken to his nest. For examples of Path Tracing, see Appendix II.

F. Storytelling
  1. Flannel board
     See unit on Birds - Thursday, music, "Five Little Birds"
     Use same poem, but illustrate with flannel board. Have children help say poem or words.
  2. "Chicken Little" Story.

G. Field Trip
  1. Go to farm and examine tractor, truck, barn, chicken house.

UNIT - VEGETABLES

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - CORN

A. Unit Group Lesson - see LAP, page 87.

(Match Object) 1. Label real ears of corn. "These are corn. Put corn on corn." "What is this?"

(Visual Discrimination) 2. Use plastic or real vegetables. Mix them up in box. Ask child to find the corn.

(Match Picture) 3. Make large lotto game which includes several different sizes of corn. See if child can match pictures appropriately.

(Discriminate Picture) 4. Have lots of pictures - different sizes, colors, etc. Give each child five pictures of different things we eat: corn, potatoes, apple, etc. Tell him to give you all the pictures of corn and keep the others. Ask children, "What did you give me?"

(Figure Ground) 5. For example of Figure Ground, see Appendix I.

(Function) 6. Show me what you do with corn.

(Closure) 7. Use templates to cover up parts of picture of corn. Ask children to guess what the picture might be. Or, cut off half of picture of an ear of corn and see if children can guess what it is.

(Tactile Discrimination) 8. Have bag or mystery box. Put different sized and shaped fruits and vegetables inside. Ask child to reach in with hand and to find the corn. (No peeking with eyes.)

(Associate with Farm) 9. Explain that corn grows on the farm. (If you have taught farm, see unit on the Farm.) Use flannel board and cutouts - farmer, barn, tractor, mother, baby, school, car, etc. Put three cutouts (car, farmer, baby) and ask which one goes with corn. Let child put corn cutout with appropriate cutout.

(Cue Sheet) 10. For examples of cue sheets, see Appendix III.

(Classify) 11. Explain that corn is a vegetable and belongs to the vegetable family. Show and name vegetables that you will study. Then present large chart with pictures of objects. Ask to which group corn belongs. When corn goes with a group, draw picture of corn in box on left. (See following page for model of chart.)

(Classify) cont'd.
Chart

	doll	bike
	potato	beans
	apple	pear
	beans	carrot
	book	newspaper

(Verbalize: imitation) 12. Throughout lesson, ask children on imitative level to say the appropriate response after your model.

(Verbalize: "What is this?") 13. To answer question, "what is this?", throughout lesson when shown any representation of corn.

B. Music

1. Song to tune to "Ring Around the Rosey"
   Farmer grows the corn.
   We cook corn on the stove.
   Umm-good! Umm-good!
   Oops, we've eaten it all up! (pretend to eat and rub tummy)
   Corn is pretty yellow.
   Corn is pretty yellow.
   Umm-good! Umm-good!
   It's all eaten up. (pretend to eat and rub tummy)
2. Musical chairs with vegetables.
   Play a marching music record. When you lift needle, show picture of vegetable, corn. All children must go and find same vegetable on floor and stand on it. (to make stay on floor, you will have to use tape on back. Cover each picture with clear contact paper to preserve vegetable picture.)

C. Art

1. For examples of Figure Ground, see Appendix I.

D. Games

1. Over and under relay using real or plastic ear of corn.
   Form lines. First child passes corn over shoulder, next child passes corn under legs, etc.
2. Set up grocery store in class. Include vegetable stand or table.
3. Corn Jump
   Line up several ears of corn next to one another. Have children see if they can jump over row of corn without touching any corn. (use broad jump or running jump)

E. Fine Motor

1. Shuck corn and cook it.

2. Open can of corn with manual can opener. Pour into pan. Stir while it cooks over hot plate. Let children spoon corn onto their plates or put into a cup.
3. Plant corn seeds in garden you dug during the unit on garden tools.

TUESDAY - CARROT

A. Unit Group Lesson - see LAP, page 87.
   1. See Monday Unit Group Lesson on corn.

B. Music
   1. See Monday B. music #2. Add carrots to the pictures you hold up and to the pictures on the floor.

C. Art
   1. For examples of Figure Ground, see Appendix I.
   2. Make carrot prints: cut off part of carrot, dip in thick tempera paint on stamp pad and dab up and down. Model for children how to do this. Use shelf paper and do it on floor or long table.

D. Games
   1. Cut off top of carrot and stick toothpicks in three sides. Fill glass with water and watch it grow.
   2. Tasting party: blindfold child, let him taste carrot or corn. Then have him tell or show you what he ate.
   3. See Monday, D. games #2.

E. Fine Motor
   1. Make salad: each child has turn at grating carrot. Tear lettuce into bowl and mix. Put in cups or bowls. Pour dressing on top.
   2. Plant carrot seeds in rows of garden.
   3. Cut carrot into pieces. Each child has turn and eats for snack. (teacher or adult supervises)

F. Storytelling
   1. Tell story using flannel board cutouts. Have Mr. Carrot tell story about how he grew up. Show sequence from seed to large carrot. Tell about need for water, air, and sun.

WEDNESDAY - POTATO

A. Unit Group Lesson - see LAP, page 87.
   1. See Monday Unit Group Lesson on corn.

B. Music
   1. See Monday, B. music #2. Add potatoes to activity.

C. Art
   1. Figure Ground - for examples of figure ground, see Appendix I.
   2. Potato prints: cut potatoes in half. Carve out design in potato (square, circle, triangle, etc.) with knife. Use the tempera paint and stamp pads. Put potato design on stamp pad and then print. Works well on non-slick shelf paper.

D. Games
   1. Hot Potato
   2. Cut off top of potato - stick toothpicks into it. Fill glass or jar with water and place potato so part of it touches water. Watch it grow.
   3. See Tuesday, D. games #2 (tasting party).

E. Fine Motor
   1. Potato Creation - insert colored toothpicks into potato. Attach torn pieces of construction paper, tissue paper, round noodles, onto toothpicks.
   2. Make potato face: stick on eyes, nose, ears, and mouth, using thumb tacks.
      Make hair with thick yarn. Attach it to potato with thumb tacks.

F. Storytelling
   1. Play game using flannel board. Talk about the corn, carrot, and potato cutouts. Cover board and remove one vegetable. Ask children which one you removed.
      To increase difficulty, you will want to add more items. Or, to make even more difficult, include both fruits and vegetables. "What is missing?" "Is it a fruit or vegetable?" "Is it brown?"
   2. Guessing game: start with cutouts on the flannel board. Tell children, "I am thinking of something that can go in a salad. It is hard and orange. What is it?" "Show me." Later, remove visual aids.

THURSDAY - BEANS

A. Unit Group Lesson - see LAP, page 87.
   1. See Monday Unit Group Lesson on corn.

B. Music
   1. "Beans in your Ear"
   2. See Monday, B. music #2. Add beans to activity.

C. Art
  1. Have child write name with magic marker or draw geometric shape. Spread or squeeze glue over lines. Place dried beans on top of glue. Let dry. (may want to fill inside of geometric shapes with beans)

D. Games
  1. Throw bean bags into wooden Coke crate. Have four sections of Coke crate painted different colors. Make bean bags same color as each section. Ask child to "throw red bean bag into red square", "throw red bean bag into yellow square." See who can do this three feet or more away. (if this is too difficult, work on tossing bean bag into trashcan, box, and into pie tin before Coke crate)
  2. Play Paw-Paw Patch. Instead of paw-paws, substitute word beans. (may want to put large bean seeds on floor to pick up during game)
  3. See Tuesday, D. Games #2.

E. Fine Motor
  1. Snap green beans and cook. Have children spoon their beans onto plate.
  2. Plant bean seeds in rows of garden. Pat dirt on top of seeds and pour water on with watering can.
  3. Make tambourines: get pie tins and dried beans. Punch holes evenly spaced in edges of pie tins so the tins can be threaded together with heavy string. Child puts beans into bottom pan and then puts another pie tin face down over it. Child threads string through holes. Knot string ends together tightly.

F. Storytelling
  1. See Wednesday, F. storytelling #1 and #2. Include beans in activities.

FRIDAY - RADISH

A. Unit Group Lesson - see LAP, page 87.
  1. See Monday Unit Group Lesson on corn.

B. Music
  1. See Monday, B. music #2. Add radish to activity.

C. Art
  1. Figure Ground - for examples of figure ground, see Appendix I.
  2. Radish mobile: use pre-cut construction paper of red radishes. Spread glue on one radish, put yarn on glue and then put other radish on top. Pat gently. Do two or three each. Tie to coat hanger or from ceiling. Hang up.

D. Games
1. Cut off top of radish and insert toothpicks. Put into water in glass or jar.
2. Radish run: put radish on big spoon. Walk to end of room with radish in spoon and put radish in box (shoebox). Then run back and sit down.
3. See Monday, D. games #2.

E. Fine Motor
1. See C. art #2 (Friday).
2. Make lacing card of radish.

F. Storytelling
1. Tell story of radish. Picked by a boy (Glen) who started to eat the whole radish. Then he heard a noise which made him jump. When he jumped, so did the radish. The radish rolled and rolled. First, it rolled across room and into crack on floor. Then it rolled down crack into a hole, but it didn't stop there. (continue story yourself)

G. Field Trip
1. Go to grocery store and let each child buy one vegetable. Bring each vegetable home in paper bag with the child's name on it. Have "show and tell".

UNIT - THINGS WE CLEAN WITH

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BROOM

A. Unit Group Lesson - See LAP, page 88.

(Match Object)	1.	Show a real broom. "This is a broom." Allow each child to hold broom and respond on his level "broom", "a broom", or "this is a broom". Teacher may need to model words for child. Child will match broom to picture of broom when told "put broom on broom".
(Visually Discriminate Object)	2.	Present real broom and one other very different object, (shoe) to each child. Ask child to "touch" or "show me" broom. "What did you touch?" For children on higher level you may present more objects with broom and use objects with more likeness to broom (mop).
(Pantomime Use With Object)	3.	See B. music #1.
(Match Picture)	4.	Give child picture of broom. Present two large pictures, one of a broom, one of another object, to each child. Ask child to put broom on broom. Say "broom".
(Visually Discriminate Picture)	5.	Show each child large picture of broom and large picture of another object (house). Ask child to "touch" or "show me" or "tell me" which one is broom. Add two or more pictures with similar features as lesson progresses. "What did you touch?"
(Figure Ground)	6.	Show a busy picture which includes a broom. Child will find the broom. "Good work." "What did you find?"
(Classify as Article You Clean With)	7.	Give each child several objects, including broom and one or two other articles you clean with, if they have been introduced. Have each child put articles you clean with in one shoe box and articles you don't clean with in another shoe box. You may move on to pictures.
(Associate With Other Objects You Clean With)	8.	Have children select articles you clean with from group of articles (ball, dust pan, rope, broom, plastic apple, sock). Pair broom with dust pan. Ask, "what goes with broom?"

B. Music
   1. Action song to tune of "Row Your Boat".
      Sweep, sweep, sweep the room
      (Use both hands like holding broom and make sweeping motions)
      Sweep where ever you see
      Sweep, sweep, sweep the room
      Now it's as clean as it can be
   2. Children use broom upside down to gallop on horseback to music.

C. Art
   1. See Unit Lesson #6.
   2. Children find pictures of brooms in magazines or catalogs, tear or cut out, and paste or glue into "Things We Clean With" scrapbook or just on construction paper.
   3. Cut broom shapes from stiff paper (tagboard, file folders, cardboard). Attach shape to large piece of newsprint, construction paper, etc. with paper clips. Have children sponge paint around shape. Remove shape and let paint dry.

D. Games
   1. Pass the Broom--have group form a circle. Give a child-sized broom to one child. Tell child to pass the broom to the person next to him and keep it going until the music stops. The child who is holding broom when music stops moves out of circle and takes a turn to stop the music for another round. Continue game until all participants have had time to stop music.
   2. Broom Baseball--child uses child-sized broom as bat and hits large ball thrown by teacher.

E. Fine Motor
   1. See C. art #2.
   2. Path Tracing--use large crayons, magic markers or large paint brushes before using pencils to trace broom to dust pan. See Appendix II for examples of path tracing.
   3. Find large picture of broom. Paste it on cardboard then cut into two or three pieces. Have children assemble like puzzle.

F. Storytelling
   1. Cut out flannel shapes of broom, dust pan, and mop and have children manipulate the shapes on flannel board and make up stories about them.

TUESDAY - VACUUM CLEANER

A. Unit Group Lesson - See LAP, page 95.
   1. Refer to Monday's group lesson on broom and use suggested activities substituting vacuum cleaner for broom.
   2. Prepositions can be taught by having children vacuum on, in, under, around, etc.

B. Music
   1. Song to tune of "Here We Go Round the Mulberry Bush".

The vacuum cleaner is full of air
Full of air, full of air
The vacuum cleaner is full of air
It sucks up all the dirt.

2. Fingerplay

My vacuum cleaner has a great big tummy
(Arms measure how big)
And a very long nose
(Hands and arms stretched forward)
That sucks air up into it
(Su, su, su, su)
As the motor goes
(Whirr, whirr, whirr)

C. Art

1. Vacuum cleaner assemble--prepare background paper by drawing shape of vacuum cleaner on it and coloring different parts different colors. Cut out parts of vacuum cleaner in different colors to fit shape. Have children assemble vacuum cleaner by pasting shapes in proper place. (See E. fine Motor #1)
2. See Monday C. art #2.
3. Path tracing with paint--have each child use large paint brush and tempera to take vacuum cleaner to carpet. First through wide straight tunnel, then through narrow curved tunnels. See Appendix II for example of path tracing.

D. Games

1. Dramatization--children can pretend to be vacuum cleaners at work making the sucking and whirring sounds. They can move around in the room cleaning floors, chairs, blinds, etc.
2. Auditory Discrimination--ask small group to close their eyes while one child hides with vacuum cleaner and turns it on for a few seconds. Children in small group open eyes and point or tell teacher where the sound came from ("behind the piano", "out of bathroom", "under the table", "behind the book shelf". etc.)

E. Fine Motor

1. Flannel Board--cut vacuum cleaner parts from flannel material of different colors and have children assemble vacuum cleaner on flannel board.
2. Puzzle--teacher finds large picture of vacuum cleaner. Cut it out and paste it on cardboard. Cut the picture into three or four pieces. Have children put puzzle together.

F. Storytelling

1. Make a 4-part sequential story on cards of vacuum cleaner at work.

WEDNESDAY - MOP

A. Unit Group Lesson - See LAP, page 95.

1. Refer to Monday's unit lesson on broom and use suggested activities substituting mop for broom.
2. Bring in one or two pails and cleanser so that children may actually use mop to clean small areas in classroom.

B. Music

1. Action song to tune of "The Farmer in the Dell".
   We're mopping up the floor
   (Make mopping motion)
   We're mopping up the floor
   Stick in the mop and wring it out
   We're mopping up the floor.
2. Put on record with galloping music and let children use mop upside down (horse) and gallop to music around room or outside.

C. Art

1. Make mop--give children short piece of old broom handle (or large dowel pen, tongue depressor or popsicle stick) and short pieces of colorful yarn. Have children put several pieces of yarn together and staple bunch to piece of broom handle, tongue depressor, popsicle stick or dowel pen to make a miniature mop.
2. Give each child a drawn shape of a mop. Ask each one to outline shape with glue and to squeeze glue on inside of shape. Child may sprinkle sand on or fill in with colored popcorn, cereal, beans, etc.

D. Games

1. See Wednesday B. music #2.
2. See Monday D. games #1.
3. Jump over the mop. Teacher moves the head of the mop back and forth on floor while each child takes a turn to jump over it as it is moved fast or slow.

E. Fine Motor

1. Give children opportunity to wring and squeeze water out of mop.
2. Locate picture of mop from other items you clean with.
3. Paste pictures of mop in "Things We Cleans With" scrapbook.

F. Storytelling

1. Read story Mop Top by Don Freeman, Scholastic Book Company.
2. Make stick puppets of Mrs. Broom, Mr. Vacuum Cleaner, and Baby Mop and begin a homemade story that children will finish.

THURSDAY - DUST PAN

A. Unit Group Lesson - See LAP, page 95.

1. Refer to Monday's unit lesson on broom and use suggested activities substituting mop for broom.

B. Music

1. Action Song--using left hand as dust pan and right hand as broom, do sweeping and picking up motions while you sing:

Look see I can do this
Look see I can do this
Look see I can do this
You can do it too if, you just watch me.

C. Art
1. Find pictures of dust pans in Sears Catalogue and have child paste them on large paper or in "Things We Clean With" scrapbook.
2. See Monday A. unit group lesson #6.

D. Games
1. Dust pan and paper relay--form two lines with three children in each. Give dust pan to each child at front of line. Put three crumpled up balls of newspaper in front of each line. The leaders use dust pan to pick up one ball of paper without help of other hand. Take it to waste basket ten feet away, dump it in and bring dust pan back to person in front of line. First person goes to back of line while second person repeats the process. Team that finishes first is winner. If paper ball is dropped on way to waste basket the child must pick it up again with dust pan only and get it to the waste basket.

E. Fine Motor
1. Child can trace dotted line shape of dust pan and cut out the shape. If shape is drawn on sturdy paper, dust pan can be used to actually pick up dirt.
2. Use dust pan in sand box to pick up and pour sand into containers or back onto sandbox.
3. Make dust pan shape sewing card and use shoe lace for children to sew.

F. Storytelling
1. Use old sheet and lamp or flashlight to do a shadow story with broom, vacuum cleaner, mop, and dust pan. Let children manipulate the objects.

FRIDAY - DISH POWDER (DETERGENT)

A. Unit Group Lesson - See LAP, page 95.
1. Refer to Monday's group lesson on broom and use suggested activities substituting dish powder for broom.
2. Bring in plastic dish pans for children to use to wash dishes in housekeeping center or after snack.

B. Music
1. Song to tune of "My Bonnie Lies Over the Ocean".

We put water into the dishpan
We put in some dish powder, too
We wiggle our hands in the water
And the bubbles come tumbling through
Soap suds, soap suds
You feel good and clean dishes too-oo-oo
Soap suds, soap suds
You feel good and clean dishes too.

C. Art
1. Children may whip up some dish powder and water to make a mixture that can be used like finger paint. Addition of food coloring, tempera, or glitter can make the activity more interesting.
2. Add sand or wood shavings to #1 for more texture.
3. See Monday C. art #2.

D. Games
1. Place a small box of dishpowder on table or floor. See if child can get it up without using hands may use mouth, elbows, feet, legs, etc.

E. Fine Motor
1. Mix a little dish powder with water and use as bubble blow. This helps to develop breathing skills for later pronounciation of certain words. Ask children to catch bubbles to help develop eye-hand coordination.
2. Use soap sud mixture to frost a cardboard box cake or cover a milk carton house with snow.
3. Use soap sud mixture to cover small tree branches brought in from woods to make a winter scene.

F. Storytelling
1. Use scrapbook of "Things We Clean With" that children have made during the week to show pictures. Have children tell about pictures by verbally labeling items and telling how they are used. Put book on book shelf for individual use next week.

G. Field Trip
1. Take a trip to a department store, hardware store, or appliance store to see items studied this week.

UNIT - THE FIREMAN

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - FIREMAN

A. Unit Group Lesson - See LAP, page 89.

(Match) 1. Use rubber model of fireman from community helper set and say, "this is a fireman". Allow each child to hold rubber fireman and respond on his level "fireman", "a fireman" or "this is a fireman". Teacher may need to model words for some children. Teacher will give child a model fireman, "what is this?" then hold another identical model fireman and one other object (stick, shoe) near child and say "put fireman on fireman". Teacher may increase non-fireman objects as lesson progresses.

(Discrimination) 2. Present rubber object model of fireman and one other object grossly different from fireman (block, pot) to each child. Ask child to "touch" or "show me" fireman. "What did you touch?" For children on higher level you may present more objects with fireman and use objects more similar to fireman (mailman) for finer discrimination.

(Match Picture) 3. Give child a large picture of fireman. Show child 1 large picture of fireman and another large picture of non-fireman (tree). Ask child to put fireman on fireman. What did you do?

(Visually Discriminate Picture) 4. Show each child large picture of fireman and large pictures of other helpers. Ask child to "touch" or "show me" or "tell me" which one is a fireman. Don't let child touch wrong picture and change position of the pictures so that child won't pick up on other cues.

(Figure Ground) 5. Draw shape of two or three people in burning house. Partially cover people with smoke. Help fireman save people by having children find the people and outline with magic marker.

(Closure) 6. Auditory--have children find missing part of word when you say fire____ or _______man. Grammatic--have children repeat a model sentence (example) "This is a fireman". Visual--show picture of fireman with a body part missing (arm, leg and foot, nose, eye). Ask child to find part that is missing.

(Indicate Function) 7. Have children pantomime what the fireman does when he goes to a fire (squirt hose, climb ladder, carry people or animals out, catch people or animals in net, give oxygen, chop holes in roof, etc.).

B. Music

1. Song: tune "Mullberry Bush"

   The fireman puts the fire out,
   fire out, fire out
   The fireman puts the fire out
   To keep us safe from harm.

2. Poem:

   The fireman's waiting ready
   Near his engine good and stout
   And should there be a fire tonight
   He'll rush to put it out

3. Finger play:

   Five little firemen sleeping in a row
   (Close fingers of one hand)
   Ding Ding goes the bell
   (Use other hand to pull down two times)
   And off to the fire they go
   (Put one hand on top of other and do pole slide motion with hands)

C. Art

1. Children may color picture of fireman.
2. Children may use red chalk or paint to path trace fireman to fire.
3. Cut out construction paper uniform, boots and helmet for fireman. Give each child a picture of undressed fireman. Let them paste pieces in appropriate place to dress fireman. The picture may need to be color coded to match pieces for a low level child.

D. Games

1. Let children use old hose on playground and climb ladders to put out fires.
2. Fireman's helmet relay--use two discarded firemen's helmets. Divide children into two lines and let each one have a turn to run, get helmet, and bring to next person in line. Line that finishes first is winner.
3. Boot race--use firemen's boots or men's large shoes and let children race to fence, sandbox, etc. and back.

E. Fine Motor

1. See C Art #2
2. Let children tear small pieces of red construction paper and paste on large sheet for fire. Child may glue square of red cellophane paper over collage for more fire effect.
3. Children may cut out fireman's boots, helmets, etc.

F. Storytelling

1. Make finger puppets of fireman and help children tell an instant story.
2. Read a story about firemen. What they wear, what they do and where they live.

G. Field trip. Invite a fireman to come dressed in uniform to your class. He may talk to the group or answer questions during unit group lessons, snack, outdoor or storytime.

TUESDAY - FIRE TRUCK

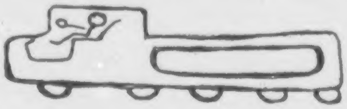
A. Unit Group Lesson. See LAP, page 96
   1. Refer to Monday Unit Group lessons on fireman and use suggested activities. Substitute fire truck for fireman.
   2. Prepositions can be taught by having children put toy fire truck in, under, on, behind a barrel, box, shelf, etc.
   3. Color, size, shape and texture concepts can also be taught in this unit with the use of construction paper, fabric and objects.
   4. Discuss what tools are kept on the fire truck and what they are used for.

B. Music
   1. See Monday B music #2.
   2. Song: tune "Wheels on the Bus"

The wheels on the fire truck
go round, round, round
round, round, round
round, round, round
The wheels on the fire truck go
round, round, round
All around the town
The horn . . .beep, beep, beep
The bell . . .ding, ding, ding
The hose . . .squirt, squirt, squirt
The siren. . .

C. Art
   1. Children may paint fire truck on easel.
   2. Children may find outline shape of hose, axe, ladder, fireman, etc. that have been drawn on large fire truck and glue or paste on matching cut-out shapes.
   3. See Monday C art #2. Fire truck to fire.

D. Games
   1. Cut out large cardboard or wooden shape of fire truck. Cut out back of truck so that children may use for bean bag toss.



   2. Make roads on floor with masking tape for children to drive toy fire trucks.
   3. Put toy fire trucks, rubber firemen, helmets, boots, pieces of hose, etc. into block center or outside to encourage dramatic play.

E. Fine Motor
   1. Paint with red tempera or finger paint.
   2. Paste fireman picture on fire truck to associate fireman with fire truck.
   3. Use fire truck cookie cutters to cut play dough fire trucks.

F. Storytelling
   1. Use large flannel fire truck cut-out and small cut-outs of tools and firemen to tell a flannel board story. Leave this material out for several days so that children may tell their own stories to each other or use it individually.

G. Field Trip
   1. Talk about field trip you will take to fire station Thursday.

WEDNESDAY - HOSE

A. Unit Group Lesson. See LAP, page 96.
   1. Refer to Monday Unit Group lessons on fireman and use suggested activities substituting hose for fireman.
   2. See Tuesday's Unit Group lesson #2.
   3. Put several pieces of old garden hose in block center for dramatic play. Put some garden hose outside so that children may use to actually squirt water (under supervision).

B. Music
   1. Song: "Mulberry Bush" - pantomime squirting hose while singing "This is the way we squirt the hose."
   2. Use pieces of water hose to let children sing through. This changes the sound of their voice and is fun.

C. Art
   1. Use short pieces of hose to let children do a blow painting: put small spoon of tempera paint on large piece of construction paper. Have child put one end of hose near paint and blow through the other and watch the paint scatter across the paper to make designs. Use several colors.
   2. Use play dough or clay to make long hose. Let dry. Paint.

D. Games
   1. Let children roll up long garden hose.
   2. Put two long pieces of hose on ground side by side. Ask children to jump over them. Spread two hose pieces five or six inches apart and see who can still jump over without getting feet inside. Continue spreading hose pieces further apart until nobody can jump over.

E. Fine Motor
   1. See Monday C art #2. Change fire to hose.
   2. See Tuesday C art #2.

F. Storytelling
   1. See Tuesday F storytelling #1.

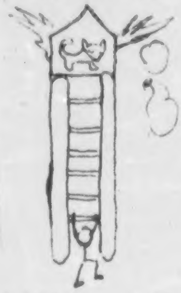
G. Field Trip
  1. See Tuesday G field trip #1

THURSDAY - LADDER

A. Unit Group Lesson. See LAP, page 96.
  1. Refer to Monday Unit Group lessons on fireman and use suggested activities substituting ladder for fireman.
  2. Put several ladders of different heights on the playground.

B. Music
  1. See Tuesday B music #2.
  2. See Monday B music #1.

C. Art
  1. Children use red paint to path trace fireman up ladder to rescue dog.



brush goes up between two sides of ladder

  2. See Monday F storytelling #1.
  3. Draw picture of ladder. Have children outline shape with glue then sprinkle on sand or glitter.

D. Games
  1. See Monday D games #1.
  2. Use ladders as part of obstacle course. Children have to climb over, under and through ladders.
  3. Lay ladders down on top of wagons to make fire trucks. Attach pieces of hose, rubber axe, etc.

E. Fine Motor
  1. Paste picture of ladder on stiff cardboard. Cut into three or four pieces. Have children assemble ladder puzzle.
  2. Have children paste cut-out ladders on shapes of ladders in figure ground activity.
  3. Have children sort fireman's tools from doctor's tools or baker's tools.

F. Storytelling
  1. See Tuesday F storytelling #1.

G. Field Trip
  1. Visit fire station.

FRIDAY - FIRE

A. Unit Group Lesson. See LAP, page 96.

1. Refer to Monday A Unit Group lessons and use #3, #4, #7, and #8.
2. Talk about fire safety in the home and school. Have a fire drill. Talk about the word exit.
3. Show, by experiment with jar, lid and candle, that fire needs air to burn. Put small candle in wide mouth jar and light candle. Put lid on and let children see that fire goes out.
4. Discriminate hot from cold.
5. Associate hot with fire.
6. Indicate function of fire (cook, heat house).
7. Verbally review what was seen and done on field trip Thursday.

B. Music
   1. Review Monday B music #1, #2, and #3.

C. Art
   1. Children may make candle holders from old play dough or clay. stick candle in it.
   2. See Monday E fine motor #2.

D. Games
   1. Play hot potato with ball outside or small potato inside.
   2. Divide the group into two teams. One team will be flaming fire. Pantomime how fires get smaller and smaller as firemen squirt on water.

E. Fine Motor
   1. Let children use cut up drinking straws and red construction paper pre-cut shapes to string necklace.
   2. Children may pour cold and warm water from one container to another.

F. Storytelling
   1. Review Tuesday F storytelling #1.
   2. Make group experience story on trip to fire station.

UNIT - THINGS WE EAT WITH

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - SPOON

A. Unit Group Lesson - See LAP, page 89.

(Match)	1.	Bring in real spoons. Present spoon to child and say "this is a spoon". Allow each child to hold spoon and respond on his level, "spoon", "a spoon" or "this is a spoon". Teacher may need to model words for some children. Teacher will give child a spoon, then hold another identical spoon and one other object (glove) near child and say, "put spoon on spoon". Teacher may increase non spoon objects as lesson progresses.
(Visually Discriminate Object)	2.	Present spoon and one other object grossly different from spoon to each child. Ask child to "touch" or "show me" spoon. For children on higher level you may present more objects with spoon and use objects with more likeness to spoon (shovel).
(Tactility Discriminate Object)	3.	Place spoon in feely box. Ask child to reach hand in and get spoon. "What did you find?" Then, put spoon and other object very different from spoon (block) into box; ask child to get spoon. Then, put in spoon and other things we eat with and ask child to get spoon.
(Visually Discriminate Picture)	4.	Show each child large picture of spoon and large picture of something else we eat with (fork). Ask child to "touch" or "show me" which one is spoon. "What did you show me?"
(Figure Ground)	5.	Show a picture from a magazine showing a family eating or a specific table setting. Child will find the spoon. "What is it?"
(Pantomime Use)	6.	Teacher models with spoon how to hold spoon and dip food and take it to mouth. Teacher says, "this is the way we eat with a spoon". Have each child imitate with spoon. Pretend to feed doll with spoon.
(Indicate Use)	7.	Children dip up sand, fingerpaint, mashed potatoes, etc. with spoon. Child says, "we use a spoon to pick up mashed potatoes".
(Associate with Other Objects)	8.	Associate real spoon with fork, real spoon with knife, etc. Then, use "go together" flannel

pictures of spoon, fork, knife.

(Classify) 9. Use two shoe boxes to separate things we eat with from things we don't eat with. Put all objects we use to eat with in one box and all objects we don't use to eat with in other box. "Name the things we eat with?" Teacher models by picking up spoon and saying "this is a spoon".

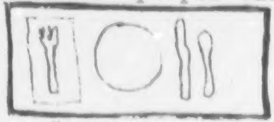
(Set Table Properly) 10. Teacher models where to put spoon on place mat. Child imitates teacher. Teacher gives child place mat with plate and spoon shape drawn in proper place. Child puts real spoon on drawn shape. Then, teacher gives child place mat with drawn plate and child puts spoon in proper place with no cues. Child says "this is where the spoon goes".

B. Music
1. Sing "Hey Diddle Diddle the Cat and the Fiddle" and use flannel cut outs along with song.

C. Art
1. Use Sears catalog and cut out pictures of spoons and start a "things we eat with" book to paste pictures into.
2. Put out spoons to be used with play dough.
3. Put spoons in sandbox for dipping and pouring.

D. Games
1. Dramatize "Hey Diddle Diddle the Cat and the Fiddle".
2. Children carry large bean in spoon from table to door and back without spilling.

E. Fine Motor
1. See Monday A Unit Group lesson #5.
2. Put together puzzle of proper table setting.



3. See Monday C art #1.

F. Storytelling
1. Use "Hey Diddle Diddle the Cat and the Fiddle" to let children verbally say the nursery rhyme as they put flannel pieces on flannel board.

TUESDAY - FORK

A. Unit Group Lesson. See LAP, page 97.
1. Refer to Monday A Unit Group lessons and use suggested activities substituting fork for spoon.
2. Have real spoons and forks available for demonstration and use.
3. Have model table setting available to show the fork's place.

B. Music
   1. Song tune "Mullberry bush".
      This is the way we eat
      with a fork, spoon, etc.
   2. Finger play
      Here are mother's knives and forks
      (interlock fingers, palms up)
      This is father's table
      (interlock fingers, palms down)
      This is sister's drinking glass
      (touch all fingers on one hand to thumb leaving opening at top of hand)
      This is the gravy ladle
      (extend one arm down and cup hand up)

C. Art
   1. Give child a construction paper place mat with pre-drawn place setting. Child will color fork, spoon, knife, plate, napkin.
   2. See Monday C art #1 and #2.
   3. Path trace fork to meat.

D. Games
   1. Duck, Duck, Goose Game--Use knife, knife, fork to imitate this game. Children form circle; one child is "it" and marches around circle saying, "knife, knife, fork". He says this several times, then on the word "fork" he touches someone in circle who must run after him. If "it" gets back to empty space before being caught, the chaser becomes "it" and repeats game. If chaser catches "it" then "it" has to get inside circle until another "it" is caught and put inside.

E. Fine Motor
   1. Use cardboard to cut out shape of fork. Punch holes around edges of sewing card and use shoe string for child to sew on card.
   2. Have children sort objects we eat with from other objects.
   3. Prepare a shoe box of grits, lentils, rice, beans, spaghetti and let children use fork to see which items can be scooped up with fork and which can not.

F. Storytelling
   1. Use flannel cut-out of table setting and let children assemble items on flannel board and tell about them.

WEDNESDAY - KNIFE

A. Unit Group Lesson. See LAP, page 97.
   1. Refer to Monday A Unit Group lessons on spoon and use suggested activities substituting knife for spoon.
   2. Use silver knife without teeth to begin with. Also have spoon and fork available to review and to show each item's place in table setting.

B. Music
   1. See Tuesday B music #1.

2. See Tuesday B music #2.
3. Sing "Three Blind Mice".

C. Art

1. See Monday C art #1.
2. Glue pre-cut shapes of knife, fork, spoon and plate onto construction paper model of table setting.
3. Children may cut out shapes of knives and use pinking shears to make blade with teeth.

D. Games

1. Knife Hunt--teacher hides knife while children close their eyes. Children open eyes and teacher then gives clues as to where knife is while children hunt for knife. Finder gets to hide knife next time.

E. Fine Motor

1. See Monday A Unit Group lesson #3.
2. Use silver knives without teeth with play dough.
3. See Monday A Unit Group lesson #5 figure ground. Use knife instead of spoon.

F. Storytelling

1. See Wednesday B music #3--dramatize.

G. Field Trip

1. Take group to cafeteria and let each child select three items for table setting (spoon, fork, knife) and set place on table for lunch.

THURSDAY - PLATE

A. Unit Group Lesson. See LAP, page 97.

1. Refer to Monday A Unit Group lessons on spoon and use suggested activities substituting plate for spoon. (You may want to start with paper, plastic or melmac plates before using china.)

B. Music

1. Paper plate balance. Ask children to balance a paper plate on their head while marching to music.

C. Art

1. Make paper plate face mobiles to hang in room.
2. Use magic marker and paper plate to practice making circles.
3. Make wax paper place mat by placing cut-outs of knife, spoon, fork and plate between two rectangles of wax paper and press with a warm iron. This mat may be used for follow-up teaching of proper place setting as child puts real object on appropriate shape each day.

D. Games

1. Stand a certain distance from waste basket (3 to 4 ft.) and throw in paper plate.

2. Hot plate is played like hot potato.

E. Fine Motor
   1. Make stick puppets by gluing a tongue depressor onto paper plate and adding yarn, construction paper pieces, sequins, fabric, etc. to make people or animal faces.
   2. Path trace plate to table.
   3. Use homemade plate-shape sewing card.

F. Storytelling
   1. Review nursery rhymes used Monday and Wednesday.

FRIDAY - NAPKIN

A. Unit Group Lesson. See LAP, page 97.
   1. Refer to Monday A Unit Group lessons and use suggested activities substituting napkin for spoon.
   2. Let children fold and count napkins, pass out napkins for snack or lunch, set table, etc.

B. Music
   1. Musical Napkins--put large dinner napkins in circle on floor. Ask children to sit on a napkin. When music starts children stand up and march around napkin circle. Teacher removes one napkin. When music stops whoever does not have napkin to sit on must move out of circle. Game continues until only one person is left--the winner.

C. Art
   1. Children may use crayons or magic markers to decorate napkins.
   2. See Tuesday C art #1.

D. Games
   1. Drop the napkin is imitation of "Drop the Hankerchief".

E. Fine Motor
   1. Fold napkins.
   2. See Monday A Unit Group lesson #3.
   3. See Monday E fine motor #2.

F. Storytelling
   1. See Tuesday F storytelling #1.

G. Field Trip
   1. Repeat Wednesday G field trip #1.

UNIT - CAMPING

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - TENT

Set up the housekeepint area as a campsite for the week. Set up small pup tent; bring in one or two sleeping bags, a first aid kit, wood, red cellophane paper and flashlight to make pretend campfire, and a toy camper truck.

A. Unit Group Lesson - See LAP, page 90.

(Match Picture to Object)	1.	Give child a small model tent. Hold a picture of a tent and a picture of another object (hair brush) in front of child. Say "this is a tent", pointing to tent. Have child imitate sentence. Ask child to "put tent on tent."
(Visually Discriminate Picture of Tent)	2.	Show each child a large picture of a tent and a large picture of other camping gear (sleeping bag). Ask child to "touch" or "find" tent. "What did you find?" Increase number of pictures after several sessions with two pictures.
(Figure Ground)	3.	When presented with a busy camping picture, the child will find the tent. "What did you find?"
(Closure)	4.	Cover part of a picture of a tent. Ask child to tell you what the whole picture is by looking at the part. Children will answer on their level "fireman", "a fireman", or "that is a fireman".
(Indicate Use of Tent)	5.	Children may get inside tent and lie down or sit down. When asked what is a tent used for, or what do you do with a tent, children may say, "You use a tent to live in when you camp in the park."
(Classify with Activity)	6.	Show child large picture of camping scene and large picture of beach scene. Show assorted pictures and make sure that several are camping items. Ask child to find pictures that go with camping scene (sleeping bag, tent, camper, etc.).

B. Music

1. Song to tune of "The Bear Went Over the Mountain"

We're sleeping inside our tent
We're sleeping inside our tent
We're sleeping inside our tent
We are on a camping trip.

C. Art
   1. Use old shoe boxes to make miniature tents. Cut out window and door. Paint.
   2. Find pictures of tents in Sears catalog and paste in "camping book".
   3. See unit group lesson #3 (Figure Ground).

D. Games
   1. Make open top tent of cardboard box and use for bean bag toss.
   2. Get a real tent to set up in playground for the week so that children may do dramatic play around camping.

E. Fine Motor
   1. Path Trace boy to tent. See Appendix II for examples of Path Tracing.
   2. Allow children to zip and unzip windows and doors of real tent.
   3. Put tent puzzle together.

F. Storytelling
   1. Encourage children who have been camping to talk about it and bring pictures to school to share with group.

TUESDAY - SLEEPING BAG

A. Unit Group Lesson - See LAP, page 90.
   1. Refer to Monday A unit group lesson on tent and use suggested activities substituting sleeping bag for tent.
   2. Bring in one or two real sleeping bags. Children may develop zipping and unzipping skills from use of sleeping bag.
   3. Allow each child to get inside of sleeping bag and tell how it feels.

B. Music
   1. Song to tune of "Muffin Man"

Oh, do you have a sleeping bag?
A sleeping bag, a sleeping bag?
Oh, do you have a sleeping bag?
To sleep in all night long.

C. Art
   1. Paste collection of pictures of sleeping bags into "camping scrapbook".
   2. With tempera paint, path trace boy to sleeping bag, first with straight paths, then with curved paths. See Appendix II for example of Path Tracing.

D. Games
   1. Use real sleeping bags in housekeeping center, block center, or outside.

E. Fine Motor
   1. Paste a picture of a sleeping bag on a piece of cardboard. Punch holes around edges and let child use as sewing card.
   2. See art #2.

F. Storytelling
   1. Cut out pictures of boy, girl, mama, and daddy, tent, camper, sleeping bags and first aid kit. Glue pictures to cardboard and attach to tongue depressors to make stick puppets. Let children use them to tell their own stories about going camping.

G. Field Trip
   1. During the school day, go to edge of playground or into woods nearby on a camping trip. Take blankets if sleeping bags not available. Have snack there or a bag lunch.

WEDNESDAY - CAMPFIRE

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday A unit group lessons on tent and use suggested activities,substituting pictures of campfire for tent.
   2. Bring in wood, red cellophane paper and flashlight to make pretend campfire.

B. Music
   1. Song: "She'll Be Coming Around the Mountain"

We'll be putting up our camp tent
    when she comes, when she comes
We'll be putting up our camp tent
    when she comes, when she comes
We'll be putting up our camp tent,
We'll be putting up our camp tent,
We'll be putting up our camp tent
    when she comes.

Second Verse:
We'll be dancing around the campfire
    when she comes . . . .

Third Verse:
We'll be roasting marshmallows
    when she comes . . . .

Fourth Verse:
We'll get into sleeping bags
    when she comes . . . .

C. Art
   1. Children may stack and glue popsicle sticks to make miniature pretend campfire. Stick in red cellophane paper or tissue paper for flames.
   2. Give child cue sheet with several pictures of campfires and other pictures of camping equipment. Ask child to find and color all of the campfires red. - See Appendix III for examples of cue sheet.

D. Games
   1. Make a real campfire in a small portable grill. Let children roast marshmallows or wieners over fire. (this will require close supervision with only two or three children roasting food at a time)
   2. Make a small campfire on the ground. Let children sing and dance around campfire. See second verse of song, B. music #1. Then let children help put out fire while stressing the importance of making sure fire is out before leaving it.

E. Fine Motor
   1. Let children use clay to make pretend sticks for campfire.

F. Storytelling
   1. Read story about "Smokey the Bear" or other story about camping.

G. Field Trip
   1. In small groups children talk about yesterday's field trip, what happened, what they liked, didn't like.

THURSDAY - FIRST-AID KIT

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday A unit group lessons on tent and use suggested activities substituting first-aid kit for tent.
   2. Bring in first-aid kit that has alcohol, cotton balls or Q-tips, bandages, and tourniquet.

B. Music
   1. Song to tune of "Campbell Soup Song"

      First-aid kit
      First-aid kit
      What do you need when camping?
      A first-aid kit.

C. Art
   1. Bring in jewelry or small shoe boxes. Let each child make a first-aid kit. Paint and label it.
   2. Put out large roll of cotton so that children can pinch off small amounts to roll and make cotton balls for first-aid kits.

D. Games
   1. Make large cardboard box first-aid kit with big opening in top. Ask children to stand several feet away and throw in cotton balls.

E. Fine Motor
   1. Dump out all items from a first-aid kit and mix with other small items. Ask child to pick up all first-aid items and put back in kit.
   2. Give each child two band-aids. Ask him to peel off paper ends and put band-aid on himself, a friend, or a doll.
   3. Let child discriminate alcohol from other liquids by smell (such as vinegar or water, which are same color as alcohol) or blindfold child and use other liquids (orange juice).

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F. Storytelling
   1. Repeat Tuesday F. storytelling.

FRIDAY - CAMPER

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday A unit group lesson on tent and use suggested activities substituting camper for tent.
   2. Bring in a toy camper if possible.
   3. Discriminate toy camper from other toy vehicles.

B. Music
   1. Song to tune of "Jack and Jill"
      Jack and Jill went up the hill
      Riding in a camper,
      Jack jumped out,
      then Jill jumped out,
      as fast as she could scamper.
   2. Song: "The wheels on the camper go round and round"

      Second Verse: The horn on the camper . . . .

      Third Verse: The children in the camper bounce up and down

      Fourth Verse: The baby in the camper goes wa wa wa, wa wa wa

C. Art
   1. Paste wheels on camper picture.
   2. Paste picture of camper on cardboard. Cut into several pieces. Put together like a puzzle.
   3. See Tuesday E. fine motor #1.

D. Games
   1. Make masking tape roads in block center or housekeeping area for toy camper trucks to use in dramatic play. Also make roads outside and use toy campers there.
   2. Use wagon as camper and load up sleeping bags, first-aid kits, etc., and haul to "pretend campsite" (jungle gym with blanket or canvas over top)

E. Fine Motor
   1. Figure Ground activity - give child a worksheet that has several sizes of camper shapes drawn among shapes of several other vehicles (motorcycle, car, etc.). Ask child to find all the camper shapes and outline them. See Appendix I for examples of Figure Ground.

F. Storytelling
   1. Make up a story about "the little camper that could" and include facts about all of the equipment inside of a camper truck (names of objects, their uses, how they work, etc.)

G. Field Trip
   1. Ask a parent or friend to bring their camper to school so children may go inside and see what it is like.

UNIT - PARADE

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - AMERICAN FLAG

A. Unit Group Lesson - See LAP, page 90.

(Match Object) 1. Bring in several small American flags. Show flag to group and say, "This is a flag." Have children imitate sentence. Ask, "What is this?" Children respond on their level. Some may just be able to touch or point to flag; some may say, "flag", "a flag", or "this is a flag". Give one flag to child and repeat, "This is a flag". Show child a flag (just like one he is holding) and another object (block). Say, "Put flag on flag."

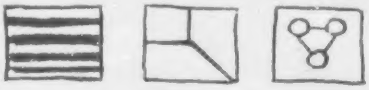
(Discriminate Object) 2. Show child small American flag and other object (block). Touch American flag and say, "This is an American flag." Child imitates. Ask child to touch American flag. "What did you touch?" Switch objects to opposite hands and ask child to touch American flag. Add another object and ask child to touch flag. "What did you touch?" Briefly talk about flag as something used in a parade.

(Match Picture) 3. Repeat #1 using pictures instead of objects. Encourage children to talk by imitation or verbal cue.

(Discriminate Object) 4. Repeat #2 using pictures instead of objects.

(Figure Ground) 5. Hold up a picture of a parade which includes a marching band and an American flag. Child will find the flag. "What did you find?"

(Closure) 6. Cut out picture of American flag and paste onto piece of cardboard. Cut in half. Give one half to child; place the other half on floor with halves of several other different flags. Ask child to find other part of the American flag. Examples:



other flag halves

(Classify as Object used in Parade)

7. Tell group that a flag is used in a parade. Put assorted group of items on table (make sure that small American flag, toy soldier and toy majorette are included). Ask child to give you all things that are used in a parade. "What is a flag used for?"
8. NOTE: you may want to take opportunity to discriminate colors (red, white, and blue for flag) in this lesson or to work on prepositions: "Put ________ on, in, behind, under, beside ________ ."

B. Music
   1. Sing "My Country 'Tis of Thee" and wave small flags.
   2. Teach children The Pledge of Allegiance to the Flag.

C. Art
   1. Give children pre-cut parts of American flag. Let them assemble flag by pasting parts on flag shape.
   2. Put red, white, and blue paint on easel to encourage painting flags.

D. Games
   1. Have flag relay race.
   2. Let children raise the flag at school this week.
   3. Use record with marching music and let children march and carry flags.

E. Fine Motor
   1. Put flag puzzle together.
   2. See C. art #2.

F. Storytelling
   1. Read a story about a parade.

TUESDAY - SOLDIER

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday Unit Group Lesson on flag and use suggested activities substituting soldier for flag.
   2. Bring in a set of toy soldiers. After using in unit lesson, put soldiers in block center for dramatic play.
   3. Plan to have a parade around the school Friday.

B. Music
   1. See D. games #3 (Monday).

2. Divide class into two groups. Let one group be band members and other group be soldiers. Band members choose an instrument and make music for soldiers to march. Then soldiers become band members and band members become soldiers for another round of marching.
3. Song to tune of "Mary Had a Little Lamb"

   We are soldiers marching along,
   Marching along, marching along.
   We are soldiers marching along
   in the big parade.

C. Art

1. Cut hole in top of a large brown grocery bag for head and one hole in each side for arms. Let children decorate them with crayon, tempera paint, magic markers or paste on collage materials to make a soldier uniform to wear in parade Friday.
2. See Monday C. art #1 and #2 for more things to make for parade.

D. Games

1. See B. music #2.
2. Action game

   Five little soldiers standing in a row
   (five children stand in row)
   first they bow to the Captain so
   (children bow)
   They march to the left
   They march to the right
   And then they all stand ready to fight
   (stand straight and tall)
   Along came a man with a big long gun
   (another child comes with toy gun)
   Do you think those little soldiers would run?
   No, not one!
   (stand straight with hands on hips)
   - by Maude Burnham

E. Fine Motor

1. Paste picture of soldier on cardboard, punch holes around edges of picture. Children may use for sewing card.
2. Give child cue sheet with pictures of soldiers and pictures of other men. Ask child to color all of the soldiers. For examples of Cue Sheets, see Appendix III.

F. Storytelling

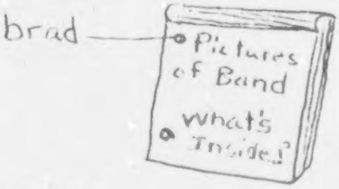
1. Read story of "The Toy Soldier". Play the story on record or show filmstrip of story.

WEDNESDAY - BAND

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday Unit Group Lesson on flag and use suggested activities substituting band for flag.
   2. Refer also to unit on musical instruments in curriculum guide to see how to teach each band instrument.
   3. Use drums, triangles, rhythm sticks, bells and cymbals in your group lesson on band. Model how to label and use each. Children should imitate. Use musical selection that has specific parts for drum, triangle, rhythm sticks, bell, and cymbals.

B. Music
   1. Let children play a familiar tune with band instruments. "Old MacDonald Had a Band"
   2. Let children play marching music and march.

C. Art
   1. Children may find pictures of musical instruments and paste them in "Band Scrapbook".



D. Games
   1. Play musical chairs.
   2. See B. music #2.
   3. Action song: "I Can Play", to tune of "London Bridge is Broken Down"

Verse 1: I can play some rhythm sticks,
rhythm sticks, rhythm sticks.
I can play some rhythm sticks
Tap, tap, tap, tap, tap.

Verse 2: I can play some bells,
bells, bells,
I can play some bells
Ring, ring, ring - a - ling.

Verse 3: I can play a drum,
drum, drum,
I can play a drum
Boom, boom, boom, boom, boom.

Verse 4: I can play some cymbals,
cymbals, cymbals,
I can play some cymbals
Bing-bang, bing-bang, bing-bang.

E. Fine Motor
   1. Let children blow a real horn (trumpet) and push down buttons.

F. Storytelling
   1. Make up story about a band. When you get to the name of an instrument, use that instrument to make the sound and have children say the name.
      Example story: Once upon a time there was a man who wanted to have a band. He went out to look for instruments. Soon he heard a (teacher reaches in a mystery box on her lap and strikes drum, boom, boom). Children say "a drum". The man said, "Mr. Drum, will you be in my band?" Mr. Drum said "yes", so the man went on. Pretty soon he heard a (ding - a - ling) (children say "a bell"). The man said, Mrs. Bell, will you be in my band?" Mrs. Bell said "yes", so the man went on. Pretty soon he heard a (tap tap tap) (children say "rhythm sticks"). The man said, "Mr. Rhythm Sticks, will you be in my band?" Mr. Rhythm Sticks said "yes", so the man went on. Pretty soon he heard a (root - toot - toot - toot) (children say "horn"). The man said Miss Horn, will you be in my band?" Miss Horn said "yes", so the man went on . . . . . .etc. . . . .
      The next day all the instruments got together at the man's house and their music was so beautiful that they were asked to be in the Easter Parade.
      The story can also be done on flannel board with flannel instruments.

THURSDAY - MAJORETTE

A. Unit Group Lesson - see LAP, page 90.
   1. Refer to Monday Unit Group Lesson on flag and use suggested activities substituting majorette for flag.

B. Music
   1. Song to tune of "Twinkle, Twinkle, Little Star"

Marching, marching with the band
Turning my baton with one hand
Twirling, twirling all around
Then I split right to the ground
Marching, marching with the band
Turning my baton with one hand.

C. Art
   1. Make paper bag majorette puppets. Use yarn for hair, sequins and buttons for eyes, rick - rack, ribbon, etc. for other decoration.
   2. See Tuesday C. art #1 and make majorette costumes for parade tomorrow.

D. Games
   1. See Wednesday B. music #2. Let majorettes wear costumes they have made.

E. Fine Motor
   1. Let children try to turn baton like a majorette.

2. Using magic markers let children path trace band following majorette along straight path. Then along curved path. See Appendix II for examples of Path Tracing.

F. Storytelling
   1. Repeat Monday F. storytelling activity.

FRIDAY - PARADE DAY

A. Unit Group Lesson - see LAP, page 90.
   1. Teacher and children organize parade. Decide who will be majorettes, who will be soldiers, who will be band members, who will ride tricycles to be policemen on motorcycles, who will carry flags. Also decide where the parade will go and when it should take place.
   2. Review the concepts learned this week (American flag, band, soldier, majorette). Hold up the four pictures and say "get flag" or "get band" or "who is this?"
   3. Classify with activity - show large picture of parade. Put out four pictures of parade objects and several other objects that do not relate to a parade. Ask child to put all things that are used in a parade with the parade picture.

B. Music
   1. See Monday B. music #1 and #2.

C. Art
   1. Have art show - let children show and tell about what they made in art this week.

D. Games
   1. See Wednesday D. games.

E. Fine Motor
   1. Use cut-up drinking straws and small geometric shapes cut from construction paper for children to lace necklaces for majorettes.

G. Field Trip
   1. Have a parade around the school building. Let children use and wear all the things they have made this week.

UNIT - THE BARBER SHOP

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BARBER

A. Unit Group Lesson - See LAP, page 91.

(Match picture) 1. Bring in a large picture of a barber. Show it to group and say "this is a barber". Have children imitate sentence. Show another picture identical to first one. Ask "who is this?" Give child one barber picture. Teacher takes one, and shows it to child, along with a picture of a tree. Ask child to put barber on barber.

(Discriminate Picture) 2. Show child picture of barber and picture of other person (girl). Touch barber and say "this is barber". "Touch barber," "who did you touch?" Change pictures to opposite hands. Say "touch barber". Add a third picture, shuffle, and spread out in front of child. Say "touch barber". Point to barber and ask "who is he?" "What does he do?" Review concept of hair.

(Figure Ground) 3. Show child a picture of the inside of a barber shop with two or three barbers. Ask child to mark all the barbers. See Appendix I for example of figure ground.

(Pantomime Barber's Job) 4. Teacher models while singing (tune "Mulberry Bush").

This is the way the barber works (snip with scissors,
Barber works, barber works, clip with clippers)
This is the way the barber works,
So early in the morning.

(Classify as Community Helper) 5. Display pictures of barber, postman, fireman, nurse and other pictures of dog, ball, apple, banana. Ask child to put all community helper pictures in one pile and all other pictures in another pile.

(Label Tools) 6. Show tools that barbers use (scissors, clippers, brush, comb, etc.) and have children label them.

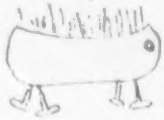
B. Music

1. See unit group lesson #4.
2. Fingerplay

Five little barbers standing in a row,
(Hold up all fingers on one hand)
This little barber stubbed his toe
This little barber cried Oh! oh! oh!

This little barber laughed and was glad
This little barber cried and was sad
But this little barber who was kind and good (use thumb)
He ran for the doctor as fast as he could.

C. Art
  1. Scoop out the top of a large white potato. Stick four inverted golf tees into bottom of potato for feet. Fill scooped out section with dirt and plant grass seed. Finish up potato animal by punching thumb tacks in one end for eyes and pipe cleaner in other end for tail. When grass grows tall enough give animal a hair cut.



D. Games
  1. Set up housekeeping area as barber shop. Bring in old clippers, magazines, powders, brush, cloth, comb. Put up barber poles. Let children role play.
  2. Play "The Barber in the Dell"

E. Fine Motor
  1. Bring in old wigs for children to trim with scissors.
  2. Provide several dolls with hair for children to comb and brush.

F. Storytelling
  1. Read a story about a barber.

G. Field Trip
  1. Ask a barber to come to your class to talk with children. Show the tools he uses.

TUESDAY - SCISSORS

A. Unit group lesson - See LAP, page 91.
  1. Refer to Monday unit group lessons on barber and use suggested activities. Substitute scissors for barber.
  2. Show real barber scissors and model their use. Have children label and tactilly discriminate from other barber tools.

B. Music
  1. See Monday unit group lesson #4 and Monday B. music #2.
  2. Song to tune "Baa, Baa Black Sheep"
     Snip, snip, snip, snip
     Take the scissors up
     The barber used the scissors
     To give me a haircut.

C. Art
  1. Let children find pictures of scissors from Sears Catalog and paste into "barber shop" scrapbook.

D. Games
  1. Scissors hunt. Hide several pairs of blunt scissors around room. Have children find them. Hide scissors so that children must crawl, walk and climb while looking.

E. Fine Motor
  1. Put several barber tools into feely box. Ask child to stick hand into hole and get out scissors. You may need to start with only scissors at first, then add other objects.
  2. Use scissors to cut different kinds of paper (newspaper, tissue paper, construction paper, wax paper, foil, cellophane paper).

F. Storytelling
  1. Make up story about "The Little Scissors that Would Not Cut": the mother didn t know why scissors wouldn't cut, the father didn't know, sister didn't know, brother didn't know. They took the scissors to Mr. Brown, the barber, who said, "un-huh, these scissors are too dull to cut. Let's sharpen them".

WEDNESDAY - CLIPPERS

A. Unit Group Lesson - See LAP, page 91.
  1. Refer to Monday A. unit group lesson on barber and use suggested activities. Substitute clippers for barber.
  2. Bring in real clippers to show and model their use. Children label and tactilly discriminate from other barber tools.

B. Music
  1. See Monday unit group lesson #4.

C. Art
  1. Paste pre-cut clipper shapes on clipper outlines. See Appendix I for example of figure ground.
  2. Make clipper puzzle by pasting picture of clippers onto cardboard and cutting into several pieces.

D. Fine Motor
  1. See Tuesday C. art #1.
  2. Let children sort out barber tools from other tools.

E. Storytelling
  1. Use flannel board and flannel board pictures to tell a story about the barber and his tools (scissors, clippers, comb, brush, powder, etc).

THURSDAY - POWDER

A. Unit Group Lesson - See LAP, page 91.
  1. Refer to Monday A. unit group lessons on barber and use suggested activities. Substitute powder for barber.
  2. Bring in containers of talcum powder for labeling, sorting, etc.

B. Music
  1. Song to tune of "Mary Had A Little Lamb"

The barber has some talcum powder,
Talcum powder, talcum powder
The barber has some talcum powder
To dust my neck and ears.

C. Art
  1. See Tuesday C. art #1.

D. Games
  1. Have talcum powder relay.
  2. Place several containers of talcum powder on floor or ground about three to four feet apart and have children hop over containers. Spread them further apart as children become more proficient with game.

E. Fine Motor
  1. See Wednesday E. fine motor #2.
  2. Path Tracing--take powder to brush. See Appendix II for example of path tracing.

F. Storytelling
  1. Make up short story about how the barber uses powder. Use flannel board and cut-outs to illustrate. Have children participate.

FRIDAY - BRUSH

A. Unit Group Lesson - See LAP, page 91.
  1. Refer to Monday A. unit group lesson on barber and use suggested activities. Substitute brush for barber.
  2. Bring in two or three barber brushes for labeling, classifying. Later put them in barber shop for role-playing.
  3. Discriminate barber brush from other brushes (clothes brush, floor brush).

B. Music
  1. Song to tune of "Row, Row Your Boat"

Brush, brush, brush my neck
Brush my neck and ears
Brush, brush, brush my neck
Brush my neck and ears.

  2. Fingerplay

Five little brushes standing in a row (Put up five fingers)
They all work for Barber Joe (Wiggle fingers)
They go swish, swish here (Brush right side of head and neck)
And swish, swish there (Brush left side of head and neck)
They brush on the powder and (Rub hand on face)
They brush off the hair. (Wave hand away from face and neck)

C. Art
  1. Make a barber brush sewing card by cutting out shape of barber

brush and punching holes around edges. Let child use to lace card.

2. Find pictures of barber brushes, paste onto cardboard, cut into several pieces and use as a puzzle.
3. Make barber brush from clay.

D. Fine Motor

1. See C. art #1.
2. Cue Sheet--give child sheet with pre-drawn shapes of barber brushes and other barber tools (clippers, powder). Ask child to mark all the ones (barber brushes) which look the same as this one (point to barber brush at top of page). See Appendix III for example of cue sheet.

E. Storytelling

1. See Wednesday E. storytelling #1.

F. Field Trip

1. Visit a barber shop.

UNIT - BALL GAMES

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - FOOTBALL

A. Unit Group Lesson - See LAP, page 91.

(Match Object) 1. Bring in a real football. Show it to group and say "this is a football". Have children imitate sentence. Allow each child to hold the football and label it on his level when asked "what is this"--"football", "a football" or "this is a football". Show each child a picture of football and picture of other object (tricycle). Ask child to put real football on picture of football. Say, "this is a football". Point to picture "put football on football".

(Visually Discriminate Object) 2. Present real football and other object grossly different (block). Ask child to "touch" or "show me" football. Ask "what did you touch?" Then discriminate football from other balls. Present real football and other real ball (tennis). Ask child to "touch football". You may present two or more balls with football as child progresses with visual discrimination.

(Visually Discriminate Picture) 3. Present picture of football and other picture grossly different (block). Ask child to "touch" or "show me football". Ask "what did you touch?" Then discriminate football picture from pictures of another ball (tennis ball). Ask child to "touch football". You may present two or more pictures with picture of football as child progresses.

(Tactilly Discriminate Object) 4. Put a real football into feely box. Ask child to put hand in and get football. Ask child "what did you get?" Then put football and other object (block) into feely box. Ask child to "get football". Next put in football and other ball (tennis ball) and ask child to "get football".

(Pantomime Use) 5. Show group how to hold and run with football, how to kick and throw it. Let each child imitate how to hold, run with, kick and throw football. "How is this different from tennis ball or basketball?"

(Figure Ground) 6. Give child a picture with several pre-drawn shapes of footballs and some lines drawn over them to partically cover shapes. Ask child to find all the football shapes and outline them with magic marker or give child football shapes and ask him to find all the football shapes and paste football on football.

(Associate With Other Equipment)

7. Show group real football and football helmet or uniform. Say "these two things go together. This is a football and this is a football helmet (or football uniform)". Hold up football "what is this?" Hold up helmet or suit "what is this?" Let each child hold and verbally label each item. Put football, helmet or uniform into an open box with two other objects (book and tennis ball) and ask child to get football and the thing that goes with football. Ask "what did you get?"

(Associate With Place Played)

8. Show group a picture of a football field. Say "this is where we play football. Put football on field". Next show group a picture of a football field and picture of baseball diamond. Ask child to "put football on football field".

(Associate With Uniform)

9. See lesson #7.

(Classify As Game)

10. Show group a picture of a football team playing on field. Say "this is a football game". Then show the same picture with a picture of a child eating--say "touch football game". Next put pictures of several games on table along with pictures of not-games. Ask each child to put all pictures of games into one box and other pictures into another box.

B. Music

1. Musical Game--pass the football. Form a standing circle with small group. Give one child a football. Start musical record. Children move ball around circle by passing it to child next to him. Child with back turned to group stops the music. Whoever is holding football must get inside circle and stay until replaced by the next child. Continue game until all children have had a turn to get inside circle. (The teacher may have to help control stopping music so that each child gets a turn before waiting too long.)

C. Art

1. Matching shapes of football to the same shape drawn on construction paper. Child is given shapes and asked to put "same on same". Then paste "same on same". Increase difficulty by adding more shapes and different shapes as child's ability increases.
2. Have children find pictures of footballs, cut out and paste into "Our Game Book".
3. Have children make football from clay or play dough.

D. Games

1. Let children play a football game and include throwing, catching, kicking, running, stooping, pushing.
2. Let child stand several feet away from wastebasket or large box and throw football into it. Move farther away as child's ability increases.

3. Play football relay.

E. Fine Motor
1. Make a sewing card in the shape of a football and let children lace string to sew.
2. Give child puzzle with football equipment and let him put whole pieces (football, helmet, etc.) back in place.
3. Draw shape of football on pegboard. Have child put pegs along lines to outline football shape.

F. Storytelling
1. Read a story about a football game. Make flannel pieces to go with story to get children involved.

G. Field Trip
1. Take class to a football game.
2. Watch football game on television.

TUESDAY - BASKETBALL

A. Unit Group Lesson - See LAP, page 91.
1. Refer to Monday's unit group lessons on football and use suggested activities. Substitute basketball for football.
2. Bring in other items or pictures of items that go with basketball game.

B. Music
1. See Monday B. music #1.
2. Play marching music on piano or record. See if child can bounce basketball to music.
3. Song to the tune of "The Farmer in the Dell"
 We bounce (throw, shoot) the basketball
 We bounce the basketball
 We move across the floor
 And bounce the basketball.

C. Art
1. Drawing--have sheet of paper with shape of basketball already drawn. Ask child to draw shapes that will look just like the one on the paper.
2. Let children blow up a large balloon. Tie it and cover it with papier-mache to make a basketball.

D. Games
1. Let children throw ball in basket, dribble, throw to each other, etc.
2. Hot Ball--children must keep ball moving on floor or ground with feet. Children can't touch "hot ball" with hands.
3. See Monday D. games #2.

E. Fine Motor
1. Give child pre-drawn shapes of basketball, football and tennis ball to cut out then sort according to kind of ball.
2. Make a Geoboard with nails put in a circle. Child puts rubber

bands on nails to form circle. You may add an inner circle of nails to make smaller circle.

F. Field Trip
   1. Take class to a basketball game.

WEDNESDAY - BASEBALL

A. Unit Group Lesson - See LAP, page 91.
   1. Refer to Monday's unit group lessons on football and use suggested activities. Substitute baseball for football.
   2. Discuss the use of the baseball glove with ball.
   3. Bring in other items and pictures of items that go with baseball game.

B. Music
   1. Song "Take Me Out To the Ball Game"
   2. Fingerplay (use flannel board cut-outs)
      Five little baseballs sitting near a bat
      The first one said, now would you look at that (point to bat)
      The second one said, I'll punch him in the nose (take second ball and punch handle of bat)
      The third one said, I'll pull his little toes (take third ball and make pulling motion at end of bat)
      The fourth one hid behind a big oak tree while
      The fifth one counted 1, 2, 3.

C. Art
   1. Draw shapes of baseballs on different colors of construction paper. Cut them out and use them to play game #1.
   2. Find pictures of baseballs and basketballs. Paste them in "Our Game Book".
   3. Make baseballs and basketballs from play dough. Compare sizes.

D. Games
   1. Use shapes that were cut in art #1. Put colored shapes on table (or ground if outside). Have children stand 10 to 12 feet away. The teacher has a shape in each color. Hold up one color and say to each child, one at a time, "use your eyes, use your eyes. Quickly look and see, run and get a shape the color of mine. And, bring it back to me."
   2. Use large plastic bat (to begin with) and let children hit ball with bat. Later on you may let children run to base, etc.

E. Fine Motor
   1. See art #2.

F. Storytelling
   1. Cut out flannel figures of enough baseball players to make a team. Cut strips and squares to make a baseball diamond on flannel board. Make baseball bat and ball. Use this to tell a story about "Casey At The Bat" or make up your own story, or let children make up a story.

THURSDAY - TENNIS

A. Unit Group Lesson - See LAP, page 91.
  1. Refer to Monday's unit group lesson on football and use suggested activities. Substitute tennis ball for football.
  2. Bring in other items and pictures of items that go with a tennis game.

B. Music
  1. Use record, xylophone, autoharp or piano to make fast or slow music while children pretend to be tennis balls and bounce (hop up and down) around the room or playground.

C. Art
  1. See Monday unit group lesson #6 for figure ground activity using tennis balls instead of footballs. See Appendix I for examples of figure ground.
  2. Use cue sheet (see Appendix III for examples of cue sheet) to have child find all tennis balls like the one at the top. Have child mark each with a magic marker or crayon.

D. Games
  1. Model how to use tennis racquet with ball. Then let each child practice hitting the tennis ball with the racquet. You may need to start with large paper or yarn ball before using tennis ball.
  2. Let children throw tennis balls into wastebasket or holes in cardboard that are graduated in size.
  3. Play "hot ball" with tennis ball.

E. Fine Motor
  1. See art #1 and #2.
  2. Draw picture of tennis racquet. Let child cut it out and paste on large piece of construction paper. Then use round sponge and white paint to sponge paint shapes of tennis balls around and on the tennis racquet.

F. Storytelling
  1. Show filmstrip or short movie of tennis game.
  2. See Wednesday F. storytelling #1.

G. Field Trip
  1. Take children to tennis court or tennis game if possible. This may be a good time to ask two tennis playing parents to put on a demonstration game.

FRIDAY - GOLF

A. Unit Group Lesson - See LAP, page 91.
  1. Refer to Monday's unit group lesson on football and use suggested activities. Substitute golf ball for football.
  2. Bring in other items and pictures that go with the golf game. (golf clubs, golf ball, golf tees, golf cap, etc.)

3. Show pictures of golf course and label "golf course". Have children imitate. Then have children discriminate name of place "golf course" from name "football field", "basketball court", "baseball diamond" and "tennis court".

B. Music

1. Sing to the tune of "Row, Row, Row Your Boat"

Hit, hit, hit the ball
Knock it in the hole
Hit, hit, hit the ball
Knock it in the hole.

C. Art

1. Draw picture of golf course. Draw partially hidden golf balls in several places on the course. Ask child to find and mark every golf ball he sees.
2. Children may find pictures of golf balls or other golf items and paste in the "Our Game" Scrapbook.

D. Games

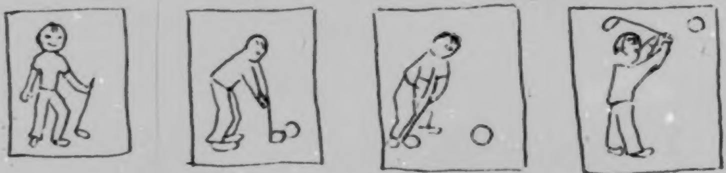
1. Make a wide (2 ft.) path on the floor with two pieces of masking tape or draw two lines on the ground. Let child use a child size broom to move the golf ball from one end of path to other end. You may want to use real golf clubs later to see if child is able to manipulate the smaller object.

E. Fine Motor

1. Find and glue onto one large piece of cardboard one picture each of a football, baseball, basketball, tennis ball and golf ball. Cut the picture into five or six pieces and use as puzzle.
2. Use the same picture as in #1. Do not cut apart. Punch holes around edges of each ball and use as pegboard.

F. Storytelling

1. Make a set of sequence cards of the steps in getting ball across the course to the hole. Tell the story to the group. Mix up the cards and let children put them back in order.



UNIT - DOCTOR AND NURSE

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - DOCTOR

A. Unit Group Lesson - See LAP, page 92.

(Real Object) 1. Have real doctor or medical student come in. Shake hands with doctor and say, "hi doctor". Make sure he wears white coat.

(Match Picture) 2. Show pictures of doctors and match them. Use a lotto game.

Pictures of each

doctor	Scales	nurse
nurse	Steth.	doctor

(Cover up 3/4 to 1/2 of the game board to make less difficult.)

(Discriminate among Pictures) 3. Put pictures of different people on bulletin board--doctor, teacher, mailman, fireman, dentist. "Come and find the doctor", "Who did you find?"

(Closure) 4. Cover up different parts of pictures of doctor and ask children if they know what picture is. "Who might this be?" "Who is this?"

(Association) 5. "Doctor wears white jacket." Then, ask the children, "Who wears a white jacket?" "Does the doctor wear a red jacket?"

(Function) 6. Doctor makes you well when you're sick. Show pictures of doctor visiting a sick child and discuss.

(Verbalize in imitation) 7. Child repeats teacher's model of word, phrase or sentence.

(Verbal What is This) 8. Child answers in response to "what is this?" when shown picture of doctor.

B. Music

1. Tune--Frère Jacques

Busy doctor, busy doctor
Makes us better
Makes us better
Busy, busy doctor
Busy, busy doctor
Helps us when we're sick
Helps us when we're sick

C. Art
   1. Picture of doctor is drawn on child's paper. However, part of him is missing. Talk about what doctor needs. Ask each child to select what doctor needs from three or four pictures (winter jacket, white jacket, man's jacket). Match and paste jacket down.

D. Games
   1. Borrow doctor's jacket. Let children use in dress up corner. (Can make jacket using an old sheet.)

E. Fine Motor
   1. Puzzle of doctor.
   2. Path tracing--take little girl (sick) to doctor. See Appendix II for example of path tracing.

F. Storytelling
   1. Teacher chooses two children (one doctor, one child). Teacher narrates story and children perform actions. Example, doctor looks in your ears, then he looks in your mouth, etc.

TUESDAY - STETHOSCOPE

A. Unit Group Lesson - See LAP, page 92.
   1. See Monday.

B. Music
   1. Tune "She'll Be Comin' Round the Mountain".
      All the doctors use stethoscopes--title
      Verse 1--Listen and you'll hear that boom, boom, boom
      Verse 2--That's your heart that's going boom, boom, boom.

C. Art
   1. See fine motor #1.

D. Games
   1. Dress up in doctor's jacket. Use a stethoscope (real or play) in free time.

E. Fine Motor
   1. Make a Doctor Board with a large piece of triwall cardboard. Use pre-cut out drawings or pictures (example: white jacket, water hose, stethescope, necklace, mailbag.) Have children select which pictures go with the doctor and put them up using thumbtacks. At center of board put picture of doctor.

F. Storytelling
   1. Make up story; see Monday storytelling #1. Add stethoscope to actions.

WEDNESDAY - DOCTOR'S BAG

A. Unit Group Lesson - See LAP, page 92.

1. See Monday. (On association level--medicine goes in doctor's bag.)

B. Music

1. Tune "She'll Be Comin' Round the Mountain"

Doctor will use medicine to make us well
Repeat
Doctor will use medicine, will use medicine, will use medicine
To make us well
Verse 2--He'll bring medicine in doctor's bag
Verse 3--He'll give us some pills to take

C. Art

1. Make giant collage of all things the doctor uses: paste or glue pictures and real objects. Display in room.

D. Games

1. Add doctor's bag to dress-up. Put bandaids, red-hots, etc. in bag as medicine. Let "pretend doctor" give to children.

E. Fine Motor

1. See Tuesday, fine motor #1. Use tongue depressor, medicine bottle pictures, etc.
2. Path tracing--see Appendix II for example of path tracing.

F. Storytelling

1. See Monday, storytelling #1. Adapt to today's concept.

THURSDAY - NURSE

A. Unit Group Lesson - See LAP, page 92.

1. See Monday. (On association level--add nurse's cap and doctor.)

B. Music

1. Tune "Who is that Knocking at our Door?"

Nurse shows us how to brush our teeth
Brush and brush and brush those teeth
Nurse shows us how to take our medicine
Open, open, mouth and swallow
She is a helper to the doctor
She is a helper to the doctor
The nurse is our friend, indeed
The nurse is our friend, indeed.

C. Art

1. Have children cut out pictures of nurses from pages (already pre-torn from Sears catalog or uniform catalog). Then, ask if the nurse and doctor go together and belong on Doctor's Board. Let children tack up pictures.

D. Games

1. Add nurse's cap to dress up corner. Make out of paper and put on with bobby pins.

E. Fine Motor
  1. See art #1.
  2. Puzzle of nurse.

FRIDAY - SCALES

A. Unit Group Lesson - See LAP, page 92.
  1. See Monday.

B. Music
  1. Tune "Baa, Baa Black Sheep"

     Nurse, oh nurse, have you any scales?
     Yes, sir, yes, sir, stand right here.
     Let's look and see now, how much do you weigh?
     Oh, you're so big now you weigh 43.

C. Art
  1. See Tuesday, fine motor.

D. Games
  1. Add scales to corner. Weigh children.

E. Fine Motor
  1. Path tracing--take boys and girls to scales to weigh them. See appendix II for example of path tracing.
  2. Lacing card out of scales.

F. Storytelling
  1. Make large picture cards to illustrate visit to doctor's office. Tell story and have children sequence cards in correct order.
     a. Child sick in bed with sore throat. Mother says, "We'll have to see the doctor".
     b. Nurse says, "hello" and weighs you.
     c. Doctor examines you and gives you medicine.
     d. Nurse takes you to get your prize.
     e. Go home.

G. Field Trip
  1. Go to doctor's clinic--talk to nurse, doctor and see bag, stethoscope, etc.

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UNIT - USE OF THE TELEPHONE

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

The skills of using a telephone can be learned through practice at school and at home. The parents' cooperation will enable the child to learn more quickly. This unit should be used frequently throughout the school year. Initially, the child will learn how to use the telephone. Then the unit can be used for review of the use of the telephone and for review of the child's home telephone number. Included in this ongoing unit should be instruction on what to do in an emergency, e.g., the child gets lost, an accident at home, etc.

A. Unit Group Lesson

1. Teacher presents a telephone and models the use of it with an aide or a child on the receiving end of a second telephone.

(Visual Discrimination from Other Objects)

2. Teacher presents two objects (telephone and earphones) and asks child to discriminate the telephone from the other object. The telephone is presented with two other objects, then three, to make the task more difficult. Teacher may request, "Find the telephone" or "Touch the telephone." Child will touch or point to the telephone. Teacher may ask, "What is it?" Child will respond, "telephone", "a telephone", or "It is a telephone."

(Visual Discrimination of Pictures of Telephone)

3. a. Teacher presents two pictures of objects (telephone and record player) and asks child to discriminate the picture of the telephone from the other picture. The telephone picture is presented with two other pictures, then three to make the task more difficult. Teacher may request, "Find the telephone" or "Touch the telephone." Child will touch or point to the picture of the telephone. Teacher may ask, "What is it?" Child will respond, "telephone", "a telephone", or "It is a telephone."
b. Game: Present three pictures of objects, including the telephone. Allow only a part of the picture to show. Ask child to find the telephone. (Visual Closure)

(Discriminate Sound of Telephone from Other Sounds)	4.	Present the ringing of the telephone using a real telephone and the taped sound. Present two sounds (telephone ringing and a drum). Ask child to raise his hand when he hears the telephone ringing. Present three sounds, then four sounds. Each time ask child to raise hand when he hears the telephone ringing. Make the task even harder by presenting sounds that are similar, e.g., dinner bell, school bell, church bells, jingle bells, etc.
(Pantomime Use of Telephone)	5.	Teacher pantomimes use of telephone by "calling" a child in the group. Teacher picks up the receiver, dials a number, waits for the phone to ring, and says, "Hello, ___(child)___." Child picks up his "receiver" and talks to the teacher. Child may need help in the pantomiming. Teacher picks up child's hand and puts it to his ear. Teacher then asks a child to make a call, either to the teacher or another child. See C. music #1.

B. Telephone Skills

(Answers "Hello")	1.	Teacher models use of telephone using a real telephone and a play telephone. Teacher "calls" child on a telephone. Child answers, "Hello". If child does not answer, teacher may initiate conversation, "Hello, ___(child)___." Reinforce child's response by continuing conversation. See C. music #3.
(Say "Good-bye")	2.	After conversation is finished in #1 above, teacher ends telephone call with "good-bye, ___(child)___." Child responds, "good-bye." See C. music #3.
(Answers and Brings Person to Telephone)	3.	Help from parents will be needed for skill acquisition. Children and teacher will practice answering telephone during play in the housekeeping corner (See E. games #2) Children practice skill at home.
(Dial Number)	4.	Teacher will instruct child on how to dial a telephone. For practice, have the child dial his telephone number, weather service number, or time service number.
(Ask for Person Called)	5.	Child will ask, "May I speak to ___(person)___, please", after the initial greeting. Teacher will model the activity.
(Verbalize Own Telephone Number)	6.	When asked, "What is your telephone number", child will respond with his correct telephone number. See E. games #3.

C. Music

1. Song: "This is the Way We Use the Phone"
Sung to tune of "This is the Way We Wash Our Clothes"
Verse 1: This is the way we dial a phone,
dial a phone, dial a phone,
This is the way we dial a phone,
to make a telephone call.

1. (cont'd.)
   Verse 2: This is the way we hold the receiver . . . . .
2. Song: "Phone Number"
   Sung to tune of "Mary Had a Little Lamb"
   (child's name) has a phone number, phone number,
   phone number,
   (child's name) number is (child's number)
3. Song: "Good-bye"
   Piano C F E D C A B C G A B A B C
   Good-bye (child) , yes indeed, yes indeed, yes indeed;
   C F E D C A B C
   Good-bye (child) , yes indeed,
   G C C A F
   Good-bye (child)
4. Sing "hello" first thing in the morning and "good-bye" before going home each day.

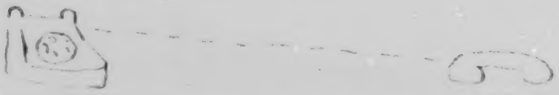
D. Art
1. Paste a dial on a telephone ditto.
2. Group Collage: Children paste pictures of people using the telephone on a posterboard.
3. Teacher helps children make tin can telephones using tin cans and wire or string. Take all paper off the can. Punch a hole in the bottoms of two cans. Cut a length of string. Thread each end in a can. Knot the string on the inside of the can. Let the children talk from one room to another.

E. Games
1. Children listen to taped sounds, including the sound of a telephone ringing. Upon request, children match the sound to the actual object (telephone) from other objects and to the picture of the telephone. (Matching)
2. In the housekeeping corner, teacher and children pretend to use the telephone. Teacher will say "ring, ring" and answer phone, "hello". Then the teacher will pretend the call is for a child. Teacher calls child to the telephone. After teacher has modeled the pretend play, the child has a turn at answering the phone.
3. After child has learned his telephone number or during the process, let the child dial his home telephone number. Child can dial from memory, dial the numbers the teacher tells him, or dial the numbers he sees written on a piece of paper.
4. Teacher shows the child teacher-made flash cards for identification of his telephone number. The telephone numbers should be quite different from each other. Have child read outloud each number. Then teacher asks, "Is that your telephone number?" Child responds "yes" or "no".
5. Place three objects, including a telephone, on a table. Blindfold a child or ask child to close his eyes. Instruct child to find the telephone by feeling the objects. (Tactile Discrimination)

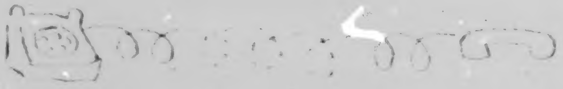
F. Fine Motor
1. Child dials his telephone number on play or real telephone.
2. Child draws a "cord" (straight or coiled) on a telephone.

2. (cont'd.)
   Examples:

a.

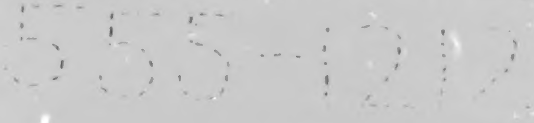


b.



Provide exercises with and without dots to follow.

3. Child connects dots that indicate his telephone number.



4. See Appendix II for examples of path tracing. Take child to a telephone.

G. Storytelling
   1. Tell a story of the little boy who saw a fire and reported it. He dialed "O" for operator for help. The firemen came and put the fire out. Use pictures or flannel cut-outs to illustrate.
   2. Tell a story of the little girl whose mother became ill. The little girl dials "O" for operator for help.
   3. Tell a story of a little girl and a little boy who call their grandmother long distance.

H. Field Trip
   1. Walk to a nearby telephone booth. Let children call the school and/or their mothers.

NOTES FOR ADDITIONAL PLANNING
(Ideas, Suggestions, Problems)

UNIT - THINGS WE READ

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - BOOK

A. Unit Group Lesson - See LAP, page 92.

* Present "book". Give children time to examine and manipulate a book before the group lesson.

(Match Object) 1. Children will match books by holding up a book next to the teacher's book. Children will verbalize or approximate verbalization of "book" to teacher's request and model. Teacher may ask, "what is this?" Child will respond, "book", "a book", "it is a book".

(Discriminate Object) 2. Children will discriminate a book from other reading materials (magazine, newspaper, letter, sign). First, the children will choose between two items, then among three and four items. The teacher will direct, "find the book", "touch the book", or "bring (give) me the book". Reading materials can be located in the reading corner of the classroom.

(Match Pictures) 3. Children will match pictures of books by holding up a picture of a book next to the teacher's picture. The children will verbalize or approximate verbalization of "book" to teacher's request and model. Teacher may ask, "what is this?" Children will respond "book", "a book", or "it is a book".

(Discriminate Picture) 4. Children will discriminate a picture of a book from other pictures of reading materials. First, the children will choose between two pictures, then among three and four pictures. Teacher will direct the child, "find the book", or "touch the book".

(Figure Ground) 5. See C. art #1.

(Closure) 6. a. When shown the corner of a book and asked "what is this?" the child will respond "book".

b. Hide a few books around the room. Let a corner of the book show. Have the children find the books.

c. Prop up a book, a magazine, and a newspaper so only a small portion shows from behind a piece of cardboard. Ask a child to "touch the book".

(Function) 7. On a flannel board have pictures of a book, a tricycle, crayons, play dough, a toy, and a glass. Ask each child, "what do you read?" Child will respond "book". Ask child, "give me what we read". Child will take picture of book from flannel board and give it to the teacher.

(Classify) 8. Arrange four picture groupings on a bulletin board. Group pictures according to things we eat, things for play, things we read, and things we ride. Give each child a chance to place a picture of a book with the proper group. Ask the child, "where does the book belong? Does it belong with the things we eat, with the toys, with the things we read, or with the things we ride?"

B. Music

1. Song: "Read Your Book"--sung to the tune of "Row, Row, Row Your Boat"

   Read, read, read your book; (pantomime reading a book)
   Read your book.

   Read, read, read your book;
   Read your book.

2. Song: "Read, Read, Read Your Book"--sung to the tune of "Skip To My Lou"

   Read, read, read your book; (pantomime reading a book)
   Read, read, read your book;
   Read, read, read your book;
   And look at the pictures too!

3. Song: "A Book"--sung to the tune of "A-Tisket, A-Tasket"

   A book, a book;
   I have a book.
   It's fun to read,
   And fun to look at;
   I have a book.

C. Art

1. Children match a picture of a book to its partially hidden outline. Increase difficulty by adding more pictures and more outlines. (figure ground) See Appendix I for examples of figure ground.
2. Make a book. Children cut or tear pictures from magazines and catalogs. Children paste the pictures on paper. Teacher binds pages with yarn. On each page teacher records what child says about that page. See F. storytelling #1.

D. Games

1. "Find the Book"--teacher displays books on a table, include books about animals, holidays, and children. Children sit with teacher. Teacher asks child, "find a book about cats". Child goes to the table, looks at the books, and brings back the book about cats. Each child gets a turn to go to the table.
2. "Find a Book"--teacher places various items on a table, include different reading materials, notebooks, paper, etc. Teacher asks child, "find me a book. Bring it to me". Child goes to table, finds a book, and brings it back to the teacher.

E. Fine Motor
  1. During library time children look at books in which they show interest. Encourage them to turn the pages and look at the pictures. Instruct children individually on how to turn a page.
  2. See Appendix III on cue sheet. Children encircle or mark an "X" on all books on the page.
  3. Children lace a "book" sewing card. Make cards from book jackets. Paste the front of jacket on a piece of cardboard.

F. Storytelling
  1. Have children pick a book to be read. Teacher asks, "what book do you want me to read?"
  2. Read the children's books made in art.

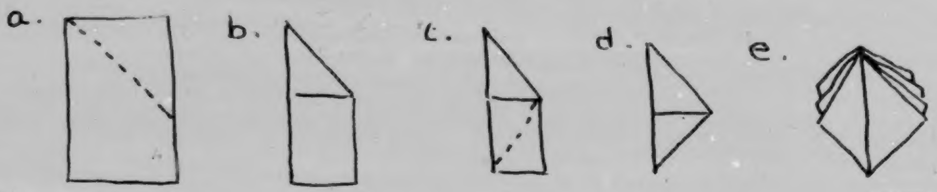
TUESDAY - MAGAZINE

A. Unit Group Lesson - See LAP, page 92.
  1. Refer to group lesson on book for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
  1. See Monday B. music #1. Substitute "magazine" for "book".
  2. See Monday B. music #2. Substitute "magazine" for "book".
  3. Song: "We Read Magazines"--sung to the tune of "Mulberry Bush"

We read magazines, magazines, magazines;
We read magazines, magazines, magazines;
At school (or home).

C. Art
  1. Children match a picture of a magazine to its partially hidden outline. Increase difficulty of task by adding more pictures and more outlines. (figure ground) See Appendix I for examples of figure ground.
  2. Make a table decoration out of a small magazine (T.V. Guide, Reader's Digest). Children fold diagonally each page twice. Children paint glue on edge and sprinkle colored grits on edge. Stand on end, using clay to help balance it.



D. Games
  1. Give each child a magazine. Have children race to find a picture in their magazine. "Find a girl." "Find a dog." Make sure every magazine has the picture.
  2. Relay Race: children walk from one designated area to another with a magazine on their head. Let everyone be a winner.

E. Fine Motor
  1. See Monday E. fine motor #1. Encourage children to look through magazines.
  2. Have children tear or cut out pictures they like from a magazine. Have them paste the pictures on paper. Let them tell the class why they liked the pictures.

F. Storytelling
  1. Show children a copy of a kid's magazine. Read appropriate articles to them and show pictures.
  2. Have copies of National Geographic available. Teacher finds an interesting action picture. Children volunteer to tell a story about that picture. Teacher may need to tell the first short story.

WEDNESDAY - NEWSPAPER

A. Unit Group Lesson - See LAP, page 92.
  1. Refer to group lesson on book for model of tasks and responses. Require verbalizations from each child on his particular level. For task #5 (figure ground) see F. storytelling #3.

B. Music
  1. Song: "Newspaper, Books, and Magazines"--sung to tune of "There's A Tavern in the Town"

     Newspaper, books, and magazines--magazine,
     Newspaper, books, and magazines--mag-a-zine,
     We read all of these
     Newspapers, books, and magazines.
  2. Song: "A Newspaper"--sung to the tune of "A-Tisket, A-Tasket"

     A newspaper, a newspaper;
     I have a newspaper.
     It's fun to read,
     And look at the comics,
     I have a newspaper.
  3. See Monday B. music #2. Substitute "newspaper" for "book".

C. Art
  1. Have children color or paint on newspaper.
  2. Make a papier-mache ball using strips of newspaper. Let children decorate the balls.

D. Games
  1. Play "Paperboy (girl)". A child takes all of the rolled newspapers (see E. fine motor #1) and puts them in a sack. Child then delivers the newspapers. Children take turns being paperboy (girl).

E. Fine Motor
  1. Have children roll newspapers and put on rubber bands. Use in D. games #1.
  2. Help children fold a newspaper into a hat.

F. Storytelling

1. Read the Sunday comics to the children. Ask them if their Mother or Daddy reads the comics from the newspaper to them.
2. Subscribe to a weekly preschool newspaper equivalent to "Weekly Reader", e.g., "Let's Find Out".
3. Tell a story about a child who delivers newspapers in his neighborhood. Ask children if they have a big brother or sister who delivers newspapers. Use pictures to illustrate story. Ask children to "find the newspaper" or "touch newspaper".

G. Field Trip

1. Visit the local public library. Remind children to be quiet because people are reading. Give children a chance to read.

THURSDAY - SIGNS

A. Unit Group Lesson - See LAP, page 92.

1. Refer to group lesson on book for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music

1. Song: "Big, Red Sign"--sung to the tune of "This Is the Way We Wash Our Clothes"

The big, red sign says stop, says stop, (hold hand out gesturing stop)
says stop.
The big, red sign says stop.
And that's what we'll do. STOP! (Yell) (stand still in place when teacher or child shows stop sign)

2. Song: "Sign, Sign"--sung to the tune of "Row, Row, Row Your Boat"

Sign, sign, read the sign. (hold up stop sign--ask child
What does it say? what it says; have children
Sign, sign, read the sign "read" other signs, e.g.
What does it say? Hardee's sign, etc.)

C. Art

1. Children match stop signs (cut from red construction paper) to its partially hidden outline. Increase difficulty of task by adding more pictures and more outlines. (figure ground) See Appendix I for examples of figure ground.
2. Children color a picture of a "stop" sign and a "go" sign.
3. Children match and paste on various size stop signs to their outlines on paper.

D. Games

1. Play "Follow the Leader". When the leader shows a stop sign the children "read" the sign and stop; when the leader shows a "go" sign, they go. Children take turns being leader.
2. Matching Signs--children have a sign tied around their neck. Their chairs are lined up with identical signs taped on them. Children go and sit in the chair that has the sign that matches the one around their neck. Then children exchange signs. Teacher directs, "find your sign".

E. Fine Motor
   1. Have children connect dots in the shape of stop sign. Let them color it red.
   2. See Appendix II for examples of path tracing. Take car for a ride. Have car stop at stop sign.
   3. Children make a stop sign from red construction paper. They cut the corners off of a square.

F. Storytelling
   1. Teacher should collect pictures of various signs, e.g., Hardee's, McDonald's, stop, railroad, etc. Teacher tells a story of a little girl going to visit her grandmother. The little girl talks about all the signs she sees. As the teacher mentions a sign, she holds its picture up.

G. Field Trip
   1. Go for a walk. Teacher points out all signs and reads them to children.

FRIDAY - LETTERS

A. Unit Group Lesson - See LAP, page 92.
   1. Refer to group lesson on book for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. Song: "Letter"--sung to the tune of "Campbell's Soup Song"
      Read your letter;
      Read your letter.
      Open up the envelope,
      And read your letter.
   2. Song: "Mailman Brought Me A Letter"--sung to the tune of "This Is the Way We Wash Our Clothes"
      The mailman brought me a letter, a letter, a letter;
      The mailman brought me a letter, a letter, a letter;
      I'll open it up and read it.

C. Art
   1. Children match miniature envelopes to their partially hidden outlines. (figure ground) See Appendix I for examples of figure ground.
   2. Make a stamp and sticker collage. Use gummed stickers from a stationery store and stamps. (Easter seals, Christmas seals, magazine advertising stamps, etc.)
   3. Make a mailbox out of a shoe box.

D. Games
   1. Children dictate a letter to the teacher. The teacher writes it down. The child folds the letter, puts it in an envelope, and seals the envelope. Child delivers it to his classmate. He puts it in classmate's mailbox.
   2. Play "mailman". It is similar to "Drop the Handkerchief". Children form a circle, holding their hands cupped behind them. Mailman goes around circle touching their hands saying, "letter,

letter". The mailman finally drops a letter in a hand. He is chased around circle and back to empty space. Children take turns being mailman.

E. Fine Motor
1. Have child "write" a letter. Let him fold letter, put it in an envelope, seal envelope, and put on a stamp.
2. See Appendix II for examples of path tracing. Take letter to mailbox.
3. Have children fold a piece of paper to make their own envelope.

F. Storytelling
1. Read letters to children. See D. games #1.
2. Teacher has various people send letters to the class, e.g., a neighbor writes a letter about her dog and sends a picture; a friend sends a postcard from a vacation; etc. Teacher reads the letters to the class.

UNIT - TOOLS

The LAP normative data (Section 1) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - HAMMER

A. Unit Group Lesson - See LAP, page 93.
Have children examine and manipulate a hammer before the group lesson.

(Match) 1. Children will match real or toy hammer to the teacher's real hammer when they are asked, "what is this?" Children will respond "hammer", "a hammer", "it is a hammer". Children will hold up a hammer next to the teacher's hammer.

(Discriminate Object) 2. Five tools will be placed on a table. They are a hammer, a saw, pliers, a screwdriver, and a paint brush. Child-sized tools or play tools can be used. Teacher requests, "find the hammer" or "bring me the hammer". The child will pick up the hammer and give it to the teacher. Task may be made easier by using two tools. Gradually increase difficulty until the child is choosing from a group of five tools.

(Discriminate Picture) 3. Teacher will present a picture of a hammer. Child will discriminate the picture of a hammer from one, then two pictures of other tools. Teacher requests, "find the hammer" or "touch hammer".

(Show Use with Object) 4. See D. games #1.

(Pantomime Use) 5. Children will gesture how a tool is used when shown the picture of the tool. Teacher asks, "show me what you do with this tool".

(Figure Ground) 6. Teacher shows various pictures where tools are pictured, e.g., a picture of a family building a treehouse, men building a house, a catalog page of tools, etc. For each picture the teacher requests, "find the hammer" or "touch hammer". "What did you find?"

(Associate with Function) 7. Teacher displays the pictures of five tools. Teacher asks, "what tool do I have?" She pantomimes use of the tool. Child will find the picture that illustrates the tool. Child will respond, "hammer", "a hammer", or "you have a hammer". Task can be made easier by displaying only two pictures, then increase the number as the child's skill increases.

(Classify as a Tool)

8. Teacher will arrange four groups of objects on a table. The four groups will be tools, dolls, food, and clothes. Child is given a hammer and asked, "where does the hammer go?" or "put the hammer on the table where it belongs". Child will put the hammer with the other tools. Teacher may ask, "is a hammer a tool?" Child will answer, "yes". "What is a hammer?" Child will answer, "tool", "a tool", or "it is a tool".

B. Music

1. Song: "Hammer, Hammer, Hammer"
   Sung to tune of Campbell Soup Song

   Hammer, hammer, hammer,
   Hammer, hammer, hammer,
   I will hammer a nail.

   Teacher and children pantomime holding a nail and hammering it.
2. Song: "Hammer a Nail"
   Sung to tune of "Twinkle, Twinkle, Little Star"

   Hammer, hammer, hammer, hammer, (pretend to hammer nail into wood)
   Hammer a nail into the wood. (pretend to hammer nail into wood)
   Hammer, hammer, hammer, hammer, (pretend to hammer nail into wood)
   Be careful not to hit your finger! (pretend to hit finger. Grimace)
   Hammer, hammer, hammer, hammer, (pretend to hammer nail into wood)
   Hammer a nail into the wood. (pretend to hammer nail into wood)
3. Song: "Hammer the Nail"
   Sung to tune to "Row, Row, Row Your Boat"

   Hammer the nail into the wood,
   Hammer, hammer, hammer.
   Hammer the nail into the wood,
   Hammer, hammer, hammer.

   Teacher and children sing song as they hammer nails into wood.

C. Art

1. Crayon Slam. Children put bits and pieces of crayon in a paper sack and pound the sack with a hammer. Then they put the small pieces of crayon on a piece of paper, fold it, and iron over the paper. Teacher helps with the ironing. Open the paper while still warm. Display the children's designs.
2. Tear or cut out pictures of hammers and paste on paper. Use department store and hardware store tool catalogs.
3. Teacher dittos a picture of a hammer. Children tear or cut out "hammer" and paste it on a piece of hammer - shaped cardboard which the teacher has made. Put child's name on back and save it for future activities.

D. Games

1. Teacher puts five tools (hammer, saw, pliers, screwdriver, paint brush) in a box or paper sack. Child reaches in and pulls out

a tool. Teacher asks, "what do you do with that tool?" or "how do you use a hammer?" Child pantomimes the use of the tool, using the tool.
2. Tool Cards. Teacher makes a deck of cards with each card having a picture of a tool. One or more children play. Cards are mixed and placed face down. Children take turns drawing cards. A card is drawn and child must pantomime the use of the tool pictured.
3. Children sort different sized nails into boxes.

E. Fine Motor
1. Children hammer real nails with a real hammer (child - sized) into a piece of soft wood. Teacher should supervise.
2. Children hammer pegs using a commercial toy workbench.
3. Children connect dots in the shape of a hammer.

F. Storytelling
1. "The Three Little Pigs". Tell the story using pictures to illustrate, or read a book with good pictures. Emphasize the pigs "building" their houses using their tools. Have children pretend to build a house. Have children find the tools in the picture. "Find the pig's hammer."

TUESDAY - SAW

A. Unit Group Lesson - See LAP, page 93.
Refer to unit group lesson on hammer for the model of tasks and responses. Expect verbalizations from each child on his particular level.

B. Music
1. Song: "I Am Cutting with My Saw"
Sung to tune of "Twinkle, Twinkle, Little Star"
Saw, saw, saw, saw,
I am cutting with my saw.
See the sawdust on the ground,
Hear the saw make a cutting sound.
Saw, saw, saw, saw,
I am cutting with my saw.
2. Song: "Saw, Saw, Saw"
Sung to tune of "Campbell' Soup Song"
Saw, saw, saw,
Saw, saw, saw,
I am cutting with my saw.

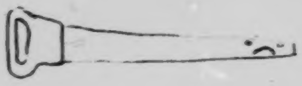
C. Art
1. Tear or cut out pictures of saws and paste on paper. Use department store and hardware store tool catalogs.

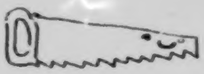
2. See Monday - C. art #3. Make a "saw" using a ditto picture of a saw and cardboard.
3. Children make a sawdust picture. Children make a design on colored construction paper with glue and a paint brush. Shake sawdust on glue and shake off excess. Let picture dry. Display the pictures.

D. Games
   1. See Monday - D. games #1.
   2. See Monday - D. games #2.
   3. Find the tool. Teacher hides picture of tools or toy tools about the room. Children have to find the tool the teacher names. "Find a saw."

E. Fine Motor
   1. Children saw a piece of soft wood or a piece of styrofoam with a child - sized saw. Teacher should supervise closely.
   2. See Appendix III for examples of Cue Sheet. Children circle all the hammers on a page.
   3. Children "saw" a piece of cake with a knife.

F. Storytelling
   1. See Monday - D. storytelling #1.
      Emphasize sawing wood for house construction.
   2. Tell a story about the saw who had no teeth. He could not help his owner build a treehouse, etc. Finally he gets some teeth and can help his owner. Teacher makes up the plot of the story or lets children suggest ways for the saw to get his teeth. Use two pictures or felt cutouts.





WEDNESDAY - PLIERS

A. Unit Group Lesson - See LAP, page 93.
   Refer to unit group lesson on hammer for the model of tasks and responses. Expect verbalizations from each child on his particular level.

B. Music
   1. Song: "With Your Pliers"
      Sung to tune of "There's a Tavern in the Town"

      Pull out the nail with your pliers - with your pliers.
      Tighten the bolt with your pliers - with your pliers.
      Show me what you can do.
      Can do with your pliers - with your pliers.

      Either pantomime the suggested activity, show a picture of someone doing the activity, or actually perform the suggested activity while singing the song.
   2. Song: "Hold the Pliers"

2. (cont'd)

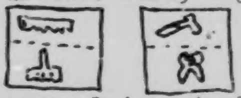
Sung to tune of "Campbell Soup Song"
Hold (grip) the pliers.
Hold (grip) the pliers.
Show me how you hold the pliers.

C. Art

1. See Monday - art #3. Make a pair of pliers using a ditto picture of pliers and cardboard. Put in toolbox.
2. Make a toolbox out of a shoe box. Children tear or cut cut different pictures of tools and paste or glue on box. Children or teacher writes name on top. Put tools that were made on previous days in the toolbox.
3. Tear or cut out pictures of pliers and paste on paper.

D. Games

1. See Monday - games #1.
2. Lotto Cards: Teacher makes a deck of cards. Each card pictures two tools. One or more children can play. Child draws a card and matches it to another card, e.g., hammer to hammer; pliers to pliers.
   Example of cards:



3. Toolbox Game
   a. Teacher puts one tool in a toolbox. Teacher sits in front of children and holds toolbox up to one child. Teacher quickly opens box, lets child see tool, and closes box. Child tells teacher the tool he saw.
   b. Teacher puts two tools in toolbox. Lets child see the tools. Closes box. Opens and removes one tool. Lets child see the box. Closes box. Child tells which tool is missing.

E. Fine Motor

1. Children pull large nails out of styrofoam with child - sized pliers.
2. Children pull toothpicks out of styrofoam with tweezers.
3. See Appendix II for examples of Path Tracing. Take a carpenter to his toolbox.

F. Storytelling

1. Tell a story about a man going to the hardware store to buy a pair of pliers.
2. Tell a story about a lion with a thorn in his foot and the little boy who got out the thorn with a pair of pliers.

THURSDAY - SCREWDRIVER

A. Unit Group Lesson - See LAP, page 93.
Refer to unit group lesson on hammer for model of tasks and responses. Expect verbalizations from each child on his particular level.

B. Music

1. Song: "Screw the Screw"

   Sung to tune of "London Bridge"

   Verse 1: Screw the screw with the screwdriver,
   screwdriver, screwdriver.
   Screw the screw with the screwdriver,
   We work with our tools.
   Verse 2: Hammer the nail with the hammer . . . . .
   Verse 3: Saw the wood with the saw . . . .
   Verse 4: Tighten the bolt with the pliers . . . .

2. Song: "Tool Box"

   Sung to tune of "Old MacDonald Had a Farm"

   Verse 1: Susie Jones had a toolbox
   This I know.
   With a screw, screw here
   And a screw, screw there
   Here a screw, there a screw,
   Everywhere a screw, screw,
   Susie Jones had a toolbox,
   This I know.
   Verse 2: And in this toolbox she had a hammer
   This I know.
   With a hammer here, a hammer there . . . .
   Repeat Verse 1
   Verse 3: And in this toolbox she had a saw
   This I know.
   With a saw here, a saw there . . . . .
   Repeat Verse 2, then Verse 1
   Verse 4: And in this toolbox she had some pliers
   This I know.
   With a pull here, a tighten there . . . . . .
   Repeat Verses 3, 2, and then 1.

   Substitute the children's name in song. Look in children's "toolboxes" as the song is sung.

C. Art

1. Make a screw collage. Children paste different sizes of screws on a piece of cardboard. Then, paint over entire collage with one color of paint, if child desires.
2. See Monday - art #3. Make a "screwdriver" using a ditto picture of a screwdriver and cardboard. Put in toolbox.
3. Tear or cut out pictures of screwdrivers and paste on paper.

D. Games

1. See Monday - games #1.
2. Children sort screws.

   a. Give a child a sack of very large and very small screws. Child sorts the screws into two boxes or two bowls.

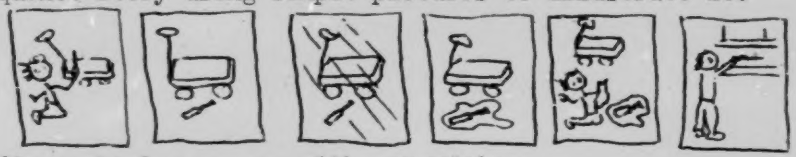
   b. Give a child a sack of very long and very short screws. Child sorts the screws into two boxes or two bowls.

   c. Give a child a sack of two, three, four different kinds of screws. Let the child sort them.

3. Tool Sack.
   a. Teacher puts a tool in a cloth bag (laundry bag). Child feels tool and must tell what it is.
   b. Instead of telling what the tool is, child points to the picture of the tool he feels.

E. Fine Motor
   1. Children screw a screw into styrofoam.
   2. Children screw a screw into a soft piece of wood. Teacher starts the screw.
   3. Children screw large nuts and bolts together.

F. Storytelling
   1. Tell a story about the screwdriver that was left out in the rain. Make a sequence story using simple pictures to illustrate it.
   Example:



   a. Girl fixes wheel on wagon with screwdriver.
   b. She leaves screwdriver outside.
   c. It rains on screwdriver.
   d. Screwdriver gets all wet in rain puddle.
   e. Girl remembers screwdriver. She brings a towel outside to dry it off.
   f. Girl puts screwdriver away.

FRIDAY - PAINT BRUSH

A. Unit Group Lesson - See LAP, page 93.
   Refer to unit group lesson on hammer for model of tasks and responses. Expect verbalizations from each child on his particular level.

B. Music
   1. See Thursday - music #1.
      Verse 5: Paint the wall with the paint brush . . . . . .
   2. See Thursday - B. music #2.
      Verse 5: And in this toolbox she had a paint brush,
      This I know.
      With a brush here, a brush there . . . .
      Repeat Verses 1 - 4.
   3. Song: "Tool Box Song"
      Sung to tune of "Hokey Pokey"
      First you take your hammer out of the toolbox.
      Then you take the pliers and screwdriver
      Don't forget the saw and the paint brush too!
      Then you hammer, pull, saw, paint and screw.

3. (cont'd)

Then you put your hammer back in the box.
Remember the pliers and screwdriver.
Don't forget the saw and paint brush too!
And now you know what, you're all through.

a. Teacher and children sing song and pantomime use of tool as it is mentioned.

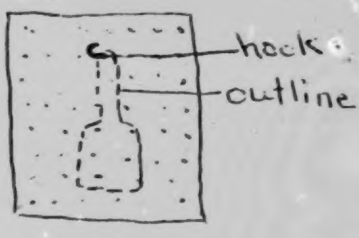
b. Teacher sings song as children remove and put back their "tools" in their toolboxes. Teacher may need to stop singing after each tool is mentioned to give the children time to follow the activity.

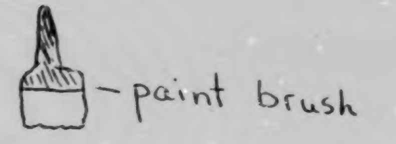
C. Art

1. Children paint with different sized paint brushes, either on an easel or on a large sheet of mural paper. Use large house brush, 1 inch easel brush, eyeliner brush, small glue brush, medium house paint brush, etc.
2. Have children paint a "house". Teacher cuts a large cardboard shipping box so that it looks like a house with doors and windows. Children paint the house white. Have them paint the entire house. Use medium sized paint brush.
3. See Monday - art #3. Make a "paint brush" using a ditto picture of a paint brush and cardboard. Put in tool box.

D. Games

1. See Monday - games #1.
2. Find the paint brush. Teacher hides paint brushes of different sizes about the room. "Find the large paint brush." "Find all the paint brushes."
3. Hang child sized tools on a pegboard when not in use. Have the outline of the tool painted on the pegboard. Children take turns putting up the tools. Child must match tool to its outline.





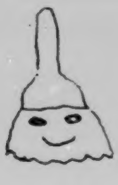
E. Fine Motor

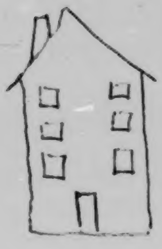
1. Children paint a circle and a straight line on a piece of cardboard.
2. Children drop paint brushes into an empty paint can.
3. See Appendix II for examples of Path Tracing. Using a paint brush (small, easel sized) take a paint brush to a can of paint.

F. Storytelling

1. See Monday - storytelling #1. Emphasize painting.
2. Tell a story about the paint brush that painted a big house and a little house. Use pictures or felt cutouts on a flannel board to illustrate.

F. 3. Example:





felt cut outs

G. Field Trips
   1. Visit a hardware store or the hardware department of a large department store.
   2. Watch workmen build a house.

UNIT - TRAFFIC SAFETY

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - STOP SIGN

A. Unit Group Lesson - See LAP, page 93.

(Match Object) 1. Bring in a real or toy stop sign. Show it to group and say "this is a stop sign". Solicit response from each child on his level, you may get "stop sign", "a stop sign" or "this is a stop sign". The teacher will allow each child to hold stop sign and answer to "what is this?" While each child holds the stop sign the teacher will show child identical stop sign and another object (miniature broom). Ask child to put stop sign on stop sign. Point to stop sign and ask "what is this?"

(Visually Discriminate Picture) 2. Present picture of a stop sign and a picture of another object (broom) to each child. Ask him to "touch" or "show me" stop sign. Ask child "what did you touch?" or "show me?" As child's ability increases, increase number of pictures to show with stop sign.

(Associate Color With Message) 3. Show stop sign to group. Point out that it is red. Say "red says stop". Have children imitate the sentence. Let children run, hop, crawl, march. Hold up stop sign anytime during the action. This means children must stop. When stop sign is taken down children may move again.

(Figure Ground) 4. Show a large magazine picture which includes a stop sign. Child will find the stop sign. "What did you find?"

(Follow Direction In Game) 5. Play traffic game using stop sign and traffic light. Teacher talking to a child who has stopped his tricycle at the stop sign asks "why did you stop here" or "what does that sign say?"

(Discriminate Stop Sign) 6. Show stop sign and other traffic sign. Ask child to find stop sign.

B. Music

1. Set up several stop signs along the path chosen for a group

march. Put on marching music and let children march and stop whenever they get to a stop sign. Change positions of signs.

2. To the tune of "Baa, Baa Black Sheep"

   Stop, stop boys and girls
   Don't you see the signs
   Yes sir, yes sir
   Just in time
   One sign for master
   One for the dame
   One for the little boy who lives in the lane
   Stop, stop boys and girls
   Don't you see the signs
   Yes sir, yes sir
   Just in time.

3. To the tune of "1 Little, 2 Little, 3 Little Indians"

   1 little, 2 little, 3 little stop signs
   4 little, 5 little, 6 little stop signs
   7 little, 8 little, 9 little stop signs
   Standing by the road

   To get children involved make and use flannel stop signs or construction paper or cardboard stop signs and a road.

C. Art
   1. Let children make stop signs mentioned in B. music #3.
   2. Children may paint stop signs at easel or make stop signs with finger paint.
   3. Teacher can draw a lay-out of several streets on a large strip of paper. Children can use magazines or catalogs to find pictures of stop signs and other traffic signs and paste them at the proper places.

D. Games
   1. See unit group lesson #3.
   2. See B. music #1.

E. Fine Motor
   1. Use cue sheet (see Appendix III for examples of cue sheet) with stop sign drawn at top of page and others drawn randomly over rest of sheet. Ask child to find all of the pictures like one at top and mark them with crayon.
   2. Path trace (see Appendix II for examples of path tracing) car to stop sign with magic marker
   3. See figure ground--unit group lesson #4.

F. Storytelling
   1. Read story about traffic safety.

G. Field Trip
   1. Take a walk in your school neighborhood to see stop signs and to see how traffic obeys the signs.

TUESDAY - TRAFFIC LIGHT

A. Unit Group Lesson - See LAP, page 93.
   1. Refer to Monday's unit group lesson on stop sign and use suggested activities substituting traffic light for stop sign.
   2. Get a tall cardboard box and cut out three holes from one side. Cover holes with red, yellow and green cellophane paper. Use flashlight inside of box to make the green, yellow or red light light up.
   3. Teach color green. Discriminate it from red. Teach function of green and red light. "Green says go", "Red says stop."

B. Music
   1. Song to the tune of "Where is Thumbkin?"

      Teacher:
      Where is my red light
      Where is my red light
      Children:
      Here I am (hold up red circle)
      Here I am
      Teacher:
      Tell me what you say, sir
      Tell me what you say, sir
      Children:
      I say stop
      I say stop

      Do the same with green and yellow light. Cut out two or three green, 2 or 3 red, and 2 or 3 yellow circles. Give each child a color. Ask the child to hold up circle at appropriate time in the song.
   2. Poem--"Stop and Go"

      The traffic lights we see ahead
      Are sometimes green and sometimes red
      Red on top, green below
      The red means stop
      The green means go
      Green below go, go, go
      Red on top stop, stop, stop

      By Marie Louise Allen, Church Kindergarten Resource Book, 1964.

C. Art
   1. Give children pre-cut red, yellow and green circles and a large piece of cardboard or construction paper. Ask them to paste circles on paper to make traffic light. Encourage children to use them in block center and outside.
   2. Use red, green and yellow play dough to make traffic light.

D. Games
   1. Play game of having children pat heads, stamp feet, etc. and stop when red light is presented.
   2. Play game of "1, 2, 3, 4 Red Light". Children line up. The leader stands 25 to 30 feet away, turns back to group and says "1, 2, 3, 4 red light" while children tun toward leader. Leader turns around quickly at end of verse. Anyone caught still running has to go back to starting point. First person to reach leader wins and becomes leader.

E. Fine Motor
   1. See art #1 and #2.

F. Storytelling
   1. See Monday F. storytelling #1.

WEDNESDAY - STOP - RED

A. Unit Group Lesson - See LAP, page 93.
   1. Bring in traffic light that was made in Tuesday unit group lesson #2. Shine flashlight on red. "This is red. Red says stop. Touch stop."
   2. Discriminate stop from other lights.
   3. Match red "put red on red, put stop on stop".
   4. See 2, 4 and 5 of Monday unit group lesson on stop sign and substitute red and stop for stop sign.

B. Music
   1. Song to the tune of "Three Blind Mice"

Three red lights
Three red lights
See how they work
See how they work
They stop all the cars
  and the buses, too
They're busy working for me and you
Three red lights

   2. Poem

Hippity hop
Hippity hop
Green says go
Red says stop

And that is why
We always know
When to stop
And when to go

C. Art
   1. Cut squares of construction paper and cut a circle out of the middle of the square. Cover circle with red cellophane paper. Tape against classroom window so sun can shine through the cellophane paper. Teacher or child prints the word "stop" on strip of paper and places under the light.

D. Games
   1. See Tuesday games #1 and #2.

E. Fine Motor
   1. Path trace child to red traffic light. See Appendix II for examples of path tracing.
   2. Make traffic light pegboard out of cardboard. Ask child to put green pegs around green light, yellow pegs around yellow light and

red pegs around red light.

F. Storytelling
  1. Make up story about red light and make sequence cards to use with story.

THURSDAY - CAREFUL - YELLOW

A. Unit Group Lesson - See LAP, page 93.
  1. Match yellow "put yellow on yellow".
  2. Discriminate yellow from other colors.
  3. Associate yellow with watch out. "This is yellow. Yellow says watch out. Touch yellow. Touch watch out."
  4. Use traffic light (made earlier) and flashlight to light up yellow. "What color is this?" "What does it say?"

B. Music
  1. Song to the tune of "Campbell's Soup Song"
     Watch out
     Watch out
     The yellow light says
     Watch out
  2. See Tuesday music #1.

C. Art
  1. Children may use yellow finger paint.
  2. Use tempera to paint traffic lights.
  3. Cut yellow construction paper circles to use with game in games #1.

D. Games
  1. Collect several items and place them in mystery box along with several yellow circles. The teacher or a child reaches in, pulls out an item, holds it up. The group calls out the name of the item. Example: show ball; children say "ball". When the yellow circle is pulled out all children say "watch out". Continue game for several rounds.

E. Fine Motor
  1. Make cardboard traffic light sewing card for children to lace.
  2. Find large picture of traffic light, glue onto cardboard, cut into pieces. Child assembles like puzzle. Also cut out flannel traffic light parts and let children assemble on flannel board.

FRIDAY - GO - GREEN

A. Unit Group Lesson - See LAP, page 93.
  1. Refer to Thursday unit group lesson on careful--yellow and use suggested activities. Substitute go--green for careful--yellow.

B. Music
  1. See Wednesday B. music #2.

2. Song to the tune of "Old MacDonald Had A Farm"
   Old MacDonald had a light
   E-I-E-I-O
   And on that light he had some green
   E-I-E-I-O
   With a go, go here (hold up green circle)
   And a go, go there (hold up green circle)
   Here a go (hold up green circle)
   There a go (hold up green circle)
   Everywhere a go, go (all children hold up circles)
   Old MacDonald had a light
   E-I-E-I-O.
   Repeat same using red--stop and yellow--watch out.

C. Art
1. Use cue sheet. See Appendix III for examples of cue sheets. Have children find and mark all of the go or green lights on the page.
2. See Wednesday fine motor #2.

D. Games
1. Play traffic light game of patting head, stomping feet, clapping hands when the green circle is held up.
2. Make a very large traffic light poster. Cut three holes in it. Circle each one with appropriate color--red, yellow, green. Use for bean bag toss.

E. Fine Motor
1. See Appendix I for examples of figure ground. Make up sheet with several traffic lights and several stop signs. Ask children to find and outline all of the traffic lights.

F. Storytelling
1. Read story about traffic safety.

G. Field Trip
1. Go on a walk and use traffic light. Label stop sign.

UNIT --MONEY

The LAP normative data (Section I) will be useful in determining which child will be able to begin the lesson on a matching level and which child on a picture discrimination level. In language, one child may be expected to make a one word response while another child may be expected to make a complete sentence. Each child's task may be different.

MONDAY - DOLLAR

A. Unit Group Lesson - See LAP, page 94.

(Match Concrete) 1. Present dollar. Give children time to examine and manipulate the dollar before group lesson. Each child is given a dollar (play money), penny, nickel, dime, quarter. Teacher puts her dollar on the table and asks, "Does anyone have a dollar like mine?" Children respond "yes" and put their dollars on the table. Pointing to their dollars, the teacher may ask each child, "What do you have?" Teacher points to her dollar and asks "What is this?" Child responds, "dollar", "a dollar," or "It is a dollar".

(Discriminate Concrete) 2. Teacher displays a dollar and other coins. Child will discriminate a dollar from the other coins. First the child will choose between the dollar and another coin, then from a dollar and two other coins, etc. Teacher will direct, "Touch the dollar" or "Give me the dollar".

(Discriminate Picture) 3. Child will discriminate a picture of a dollar from pictures of other coins. First, the child will choose between two pictures, then among three and four pictures. Teacher will direct the child, "Find the dollar" or "Touch the dollar".

(Associate Use) 4. See D. Games 1.

(Classify As Money) 5. On a table arrange four groups. The groups can be (a) blocks, (b) money, (c) jewelry, (d) small toys. Give each child a dollar and ask, "In which group does the dollar belong - the group of blocks, the group of money, the group of jewelry, or the group of toys?" Teacher points to each group as it is mentioned. Child should respond, "money". When the child responds correctly have him "buy" a piece of candy from the teacher.

(Associate With Value) 6. Not applicable for dollar (Monday) and quarter(Friday).

(Can Count Out Value) 7. See D. Games 2.

(Imitate - "What is this?")

8. Children will verbalize, approximate verbalization or imitate "dollar" upon teacher's request and model. Children will verbalize or approximate verblaization of "dollar" when asked "What is this?" (Teacher holds up a dollar for children to see.)

B. Music

1. Song: "I Gave My Friend"
   Sung to tune of, "This is The Way We Wash Our Clothes"

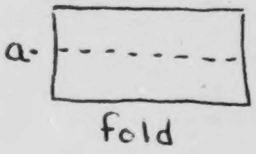
   I gave my friend one dollar,
   One dollar,
   One dollar.
   I gave my friend one dollar,
   One dollar.

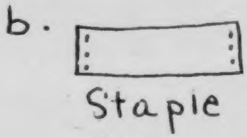
2. Song: "I Have Some Money"
   Sung to tune of, "Hurry on Down to Hardee's "

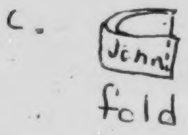
   I have some money,
   (Point to self)
   And it's a dollar.
   (Children & teacher wave a dollar bill)
   I have some money,
   (Point to self)
   And it's a dollar.
   (Wave dollar bill)
   I can buy a book,
   (Pretend to read a book)
   Or some food to cook.
   (Rub stomach as if you were hungry)
   I can buy a ball,
   (Make circle with hands)
   Or a picture for my wall
   (Point to wall)
   I have some money,
   (Point to self)
   And it's a dollar.
   (Wave dollar bill)

C. Art

1. Make play money (dollar bills). Children cut out green rectangles. With a black crayon or felt tip pen, they write "1" on their "dollar bills". The children use this "money" to play store. See D. Games 2.
2. Make a paper wallet. Fold paper and staple. Teacher and/or child puts child's name on it.







D. Games

1. Play store. Teacher sets up a store. Children buy the items with their "dollars". Every item is labeled two ways with the actual amount - $2.00, and with a picture of the amount

   Teacher can help child count the dollars in the picture; then count out the money needed to buy the item. For example, a book costs $2.00. Teacher says, "John, the book costs two dollars, (pointing to picture) one, two dollars. Let's count your money. One, two dollars (laying it on the table)." John takes the two dollars to the child with the cash register and pays for his book. Child at cash register takes money and puts book in a paper bag. "John, you bought a book with your two dollars!" If using inexpensive items, the teacher may want the children to keep the items.
2. The teacher puts different amounts of play dollars in each child's wallet (See Art 2). Children take turns counting their money.
3. Game: "Dollar, Dollar" - Play this game like "Drop the Handkerchief". Child chants, "Dollar, dollar, who has the dollar". Use play money.

E. Fine Motor

1. Children connect dots in the shape of a dollar bill. Then, they paste a play dollar in the outline. Have more than one dollar on the page. Arrange them in different directions.
2. Cue Sheets - For examples of cue sheets, see Appendix III. Children mark an "X" on every dollar on the page.
3. Give children play dollar bills to put in their wallets.

F. Storytelling

1. Tell a story about a little girl (or boy) who gets a dollar for her birthday. She goes to a toy store and cannot decide what to buy.

TUESDAY - PENNY

A. Unit Group Lesson - See Lap, page 94.

1. Refer to Monday's group lesson on dollar for model of tasks and responses. Require verbalizations from each child on his particular level.
2. Include the following for task 6.

   (Associate With Value) On a chart have pennies (or picture of pennies) arranged in the following groupings: 1 penny, 5 pennies, and 10 pennies. Child is given a penny and asked, "Where does the penny belong?" Child will match the penny with the penny.

B. Music

1. Song: "In Our Bank"

   Sung to tune of, "Mary Had A Little Lamb"

   Verse 1 - Mary (child's name) had a penny, a penny, a penny;
   Mary had a penny,
   And she put it in her bank.

(Teacher and children sing as a child (named in song) puts a coin in the bank. Every child puts one coin in bank.)

Verse 2 - We have money (or pennies) in our bank, money in our bank,
Money in our bank.
We have money in our bank,
Money in our bank.

2. Song: "A Penny Is One Cent"
   Sung to tune of, "The Farmer in the Dell"
   A penny is one cent,
   A penny is one cent.
   Oh yes, I know,
   A penny is one cent.
3. See Monday, B. Music 1 and 2. Substitute "a penny" for "one dollar" in 1 and for "a dollar" in 2.

C. Art
1. Children tear or cut out circles representing pennies. Make them out of brown paper. Teacher gives each child a sheet of brown paper with circles and 1¢ signs already marked. "Pennies are round." It may be necessary to make the pennies larger than actual size.
2. Make a bank. The teacher cuts a hole in top of a box. Children decorate outside of the box . Have the children glue play money on the outside, collage-like. Oatmeal boxes, tea cans, and Band-Aid boxes make good banks.

D. Games
1. Play store. See Monday, D. Games 1. Label items in pennies, e.g., 2¢ or (1¢) (1¢) . Follow the same procedure. Use real money.
2. See Monday, D. Games 1. Teacher puts different amounts of pennies in each child's hand. Children count their pennies with the teacher's help, if it is needed.
3. Sort old and new pennies. Teacher gets a roll of new pennies at the bank. Put twenty new pennies and twenty old pennies in a bowl. Children sort old and new pennies into two other bowls. Teacher may need to imitate activity by putting one penny in each bowl.

E. Fine Motor
1. Children connect dots in the shape of a penny. Then, they paste a penny in the outline. Have more than one penny on the page.
2. Cue sheets. For examples of cue sheets, see Appendix III. Children encircle every penny on the page.
3. Have a plastic bubble gum bank in the room. Child is given a penny to get some gum. Child must put penny in the slot and pull lever.

WEDNESDAY - NICKEL

A. Unit Group Lesson - See LAP, page 94.
1. Refer to Monday's group lesson on dollar for model of tasks and responses. Require verbalizations from each child on his particular level.

2. See Tuesday, A. Unit Group Lesson for task 6. Give the child a nickel and ask, "Where does the nickel belong?" A nickel is five cents, where does it belong?

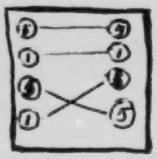
B. Music
1. See Tuesday, B. Music 1. Substitute "a nickel" for "a penny" in verse 1.
2. See Tuesday, B. Music 2. "A Nickel is Five Cents . . . " (Hold up five fingers)
3. Song: "Save Your Money"
Sung to tune of, "Are You Sleeping?"

Verse 1 - Save your nickels,
Save your nickels,
In a bank,
In a bank.
Verse 2 - Save your money,
Save your money,
In a bank,
In a bank.

C. Art
1. Children tear or cut out nickels from gray or silver paper. See Tuesday, C. Art 1.
2. Make crayon relief pictures. Put coins under a piece of white paper. Child rubs crayon over paper as teacher holds paper tight to table. Image of coins appears. Display pictures.

D. Games
1. Play Store. See Monday, D. Games 1. Label items in nickels, e.g.: 5¢ or (5¢). Some children may be able to determine 10¢ in two 5¢'s. Make some items 6¢ ((5¢) &(1¢)), 7¢ ((5¢) (1¢) (1¢)), 5¢ ((1¢)(1¢) (1¢) (1¢) (1¢)).
2. Teacher puts five pennies and one nickel in child's hand. Children identify each coin. Child counts pennies. Child counts the nickel. The teacher reminds the children that a nickel is five cents or five pennies.
3. Children sort pennies and nickels into two bowls. See Tuesday, D. Games 3.

E. Fine Motor
1. Give child a bank and a handful of nickels. Have the child put the nickels in the bank. Change the activity by putting the nickels on the table. Child must pick up nickel with thumb and forefinger.
2. Child matches nickels to nickels and pennies to pennies. Give each child a sheet of paper with the same number of pennies and nickels. Mix up the coins and paste them in two columns. Have child draw a line from penny to penny and from nickel to nickel.



F. Storytelling
   1. Tell a story about a little girl who found a nickel at the playground. At first she decides to keep the nickel. Then, she decides to find the person who lost it. At the end she finds the person - another little girl who decides to buy an ice cream cone and share it with her new friend.

THURSDAY - DIME

A. Unit Group Lesson - See LAP, page 94.
   1. Refer to Monday's group lesson on dollar for model of tasks and responses. Require verbalizations from each child on his particular level.
   2. See Tuesday, A. Unit Group Lesson for task 6. Give the child a dime and ask, "Where does it belong? It is ten cents, so where does it belong?"

B. Music
   1. See Tuesday, B. Music 1. Substitute "a dime" for "a penny" in Verse 1.
   2. See Tuesday, B. Music 2. "A dime is ten cents . . . " (Hold up ten fingers.)
   3. Song: "What Can You Buy"
      Sung to tune of "Mulberry Bush"
      What can you buy with a dime, a dime, a dime?
      (Teacher holds up a dime)
      What can you buy with a dime,
      You can buy a ___________.(Teacher points to a child. Child fills in blank.)

C. Art
   1. Give children a dime and some clay. After they make a "pancake" with their clay, have them press the dime into it. Have them make dime prints all over the clay.
   2. See Wednesday, C. Art 2.
   3. See Tuesday, C. Art 1. Use gray or silver paper.

D. Games
   1. Play Store. See Monday, D. Games 1. Label items in dimes, e.g.: 10¢ or (10¢), 20¢ or (10¢) (10¢) , and 30¢ or (10¢) (10¢) (10¢). Label some items in nickels and some in pennies. Label some items with all three currency amounts, e.g.: 10¢ - (10¢) or (5¢)(5¢) or (1¢)(1¢)(1¢)(1¢)(1¢)(1¢)(1¢)(1¢)(1¢)(1¢) . In each case the teacher helps the child count his money.
   2. Teacher puts a dime in every child's hand. "Here is a dime." "How many dimes do you have?" "One." Later, "You have ten cents." Then the teacher puts ten pennies in every child's hand (or in small cup). Children count pennies. Some children may associate ten pennies with a dime.
   3. Children sort pennies, nickels, and dimes into three bowls or paper cups. See Tuesday, D. Games 3.

E. Fine Motor
   1. See Wednesday, E. Fine Motor 1 and 2.
   2. Children connect dots in the shape of a circle. Have different sizes of circles on a page.
   3. Have child toss dimes into a cardboard box or a large mixing bowl.

F. Storytelling
   1. Tell a story about a child who goes to the amusement park. He has five dimes. With the dimes he buys five tickets. Tell about the rides he rides at the park.
   2. Tell a story about a little boy who drops his dime on the way to school. The dime rolls into a large hole (grate). The boy thinks and thinks about how to get the dime out. Finally, he puts his chewing gum on a string, lowers it into the hole, and gets his dime.

FRIDAY - QUARTER

A. Unit Group Lesson - See LAP, page 94.
   1. Refer to Monday's group lesson on dollar for model of tasks and responses. Require verbalizations from each child on his particular level.

B. Music
   1. See Tuesday, B. Music 1. Substitute "a quarter" for "a penny" in Verse 1.
   2. See Tuesday, B. Music 2. "A Quarter is twenty-five cents . . . "
   3. Song: "I Have A Quarter"
      Sung to tune of, "Are You Sleeping"

I have a quarter
I have a quarter;
Yes I do, Yes I do.

I have a quarter
I have a quarter;
Yes I do, Yes I do.

Teacher holds up quarter and sings song. Every child has a coin, either penny, nickel, dime, or quarter. Teacher then sings song again changing words to.

You have a __________ (Child fills in blank by naming the coin he is holding.)
Yes you do,
Yes you do.

C. Art
   1. Spatter paint coins and play dollar bills. Have children ask for specific coins. "I want a nickel." Teacher gives child the coins.
   2. Match all coins to their outlines. Teacher gives each child a paper with coin outlines and play construction paper money. Children match and paste the coins to their outlines.

D. Games
  1. Play Store. See Monday, D. Games 1. Label items in quarters, e.g.: 25¢ 25¢ or 2 quarters. Child counts out two quarters and pays for the item.
  2. Teacher puts various amounts of quarters in each child's paper cup. Children count the quarters. "How many quarters do you have?" Teacher may need to help children count the quarters.
  3. Various vehicles are placed about the classroom or playground. Children buy a ride with real money. Again label prices with actual amount and pictures.

E. Fine Motor
  1. See Wednesday, E. Fine Motor 1 and 2.
  2. Teach a child to flip a coin. Model activity. Then, place coin on the child's thumb. Tell him to "flip" his thumb. Use a quarter. Play "Heads and Tails" if child can flip the coin.
  3. Have children toss quarters through holes of a cardboard target. Have five holes. Above each hole have an item the child might be inclined to buy. Children "buy" the items by tossing the quarters through the holes. Children will need to stand close to the target.

F. Storytelling
  1. Tell a story about a little boy who went to the grocery store for his mother to buy some bread. He had two quarters in his pocket. When he gets to the store, he finds his pocket had a hole in it and he lost his money.

G. Field Trip
  1. Go to a grocery store or a store that sells penny candy. Give the children five cents to spend at the store. Let them buy the candy they want. Help children count their money.

APPENDICES

APPENDIX I.

Examples of Figure Ground
(Hidden Pictures)

This task requires the child to pick out the important visual symbol (figure) from a busy background (ground). Why use figure ground activities?

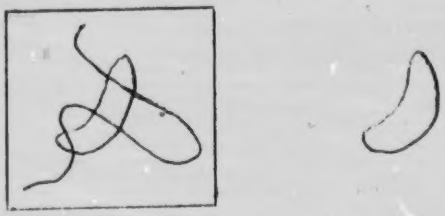
1. To develop attending skills.
2. To develop fine motor skills when pasting is involved.
3. To provide a structured art activity for those children whose developmental levels require more structure.
4. To provide for enjoyment and success, especially for children functioning on a lower developmental level.

Sequencing Figure Ground Activities in Order of Difficulty; Variables Affecting Success:

Day's Concept: Banana

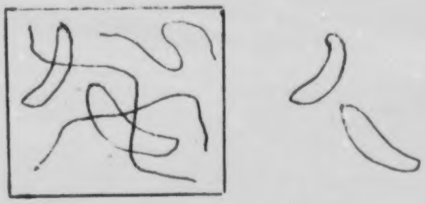
Variables

1. size: large
   number: one
   cues: color outline yellow
   hiding lines: simple, few
   position: right side up



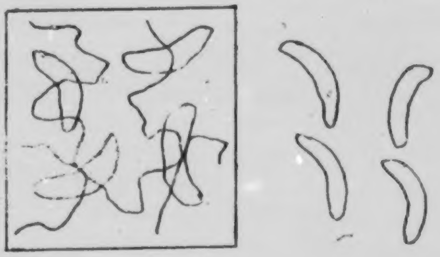
yellow cutout to paste on

2. size: smaller
   number: increased
   cues: color outline yellow
   hiding lines: more
   position: turned in two different directions



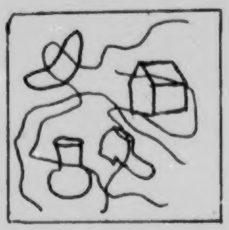
cutouts to paste on

3. size: smaller
   number: increased
   cues: color cue faded, no outline
   hiding lines: more complex
   position: turned in several different directions

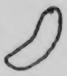


cutouts

4. size: small
   number: one or two among other objects
   cues: when adding other objects you may want to color cue "banana", fade after a few successes



cutout



Procedure:

Teacher - Look carefully at the picture.
Find the banana (bananas).
Put your finger on it (them).
Very good! (assist when necessary)

Here is a banana (cutout).
Put the paste on the back and paste it right on the banana.
Note: Watch the children to see if they are able to paste cutouts on the object picture in its rotated position.

APPENDIX II.

Examples of Path Tracing

This task requires the child to follow a guide from one point to another. It is an important pre-writing skill because it involves the drawing of lines required in writing the alphabet. These lines are the following:

1. —— (horizontal)   2. | (vertical)

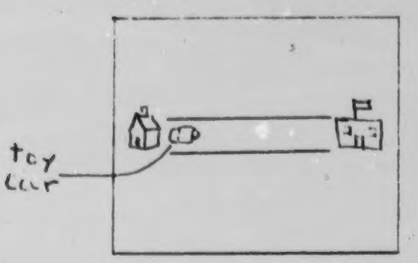
3. ⌒ ‿ (curved)   4. L Z (angular)

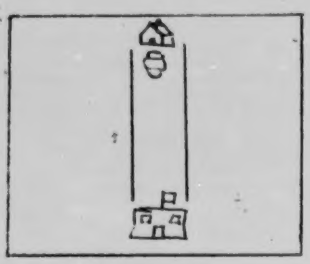
Other Reasons for Using Path Tracing Activities:

1. To develop eye-hand coordination.
2. To develop the left to right and top to bottom progression.
3. To develop attending skills.

Sequencing Path Tracing Activities in Order of Difficulty:

1. Horizontal and Vertical Paths - Make a large newsprint 'map' with a straight road about 18" long and 3" wide. Put a picture of a house (or green spot) at one end and a picture of a school (or a red spot) at the other. Have the children drive the toy car from the house to the school without going off the road. Always start at the left side of the paper with horizontal roads. Teach the commands "Go" and "Stop", "Top" and "Bottom".

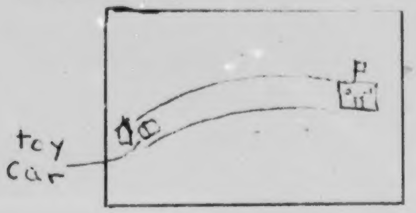


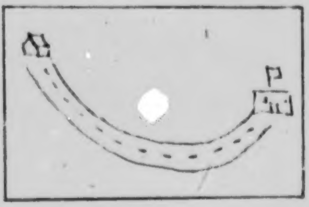


As child masters 3" paths decrease the width to 2 inches, 1 inch, ½ inch, then ¼ inch. Use felt pens or crayons, finally pencils on ½ and ¼ inch paths.

2. Curved Paths -- After children have mastered horizontal and vertical paths, use another large 'map' and have the car go on a curved road to the school. This lesson introduces the curved line. As child's skill increases, decrease the width of the curved paths to 2", 1",

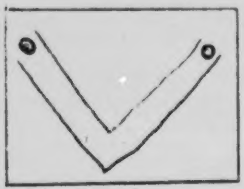
½", and ¼". Again, begin with car, than use felt pens, crayons, and finally pencils on ¼ inch paths.

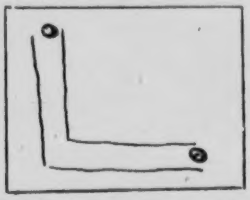


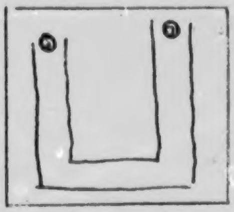


A dotted, colored line may be used as a cue.

3. Angular and/or Change of Direction Paths -- Use the same process as with horizontal, vertical and curved paths, moving from 3 inch paths to ¼ inch paths.



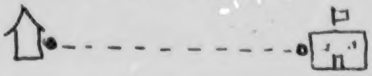




Always remind the child to "stay on the road".

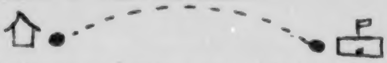
4. Dotted Path (with the dots close together) and Primary Pencil --

   a. Make a straight line from left to right. Use color cues by having child always start at a green dot and stop at a red dot.

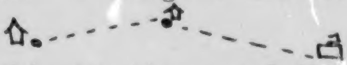


   b. Make line from top to bottom.

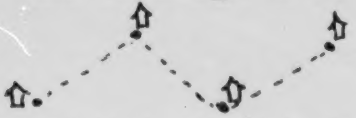
   c. Make a curved line.



   d. Make a change of direction line.



   e. Make two changes of direction.



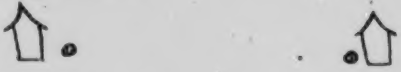
5. Make a dotted path (dots farther apart).

   a. Make a straight line from left to right.

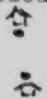
   Then use the same process for vertical, curved, and angular lines.

6. Make a dot at each picture and have the children connect them.

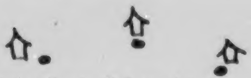
a. Straight line



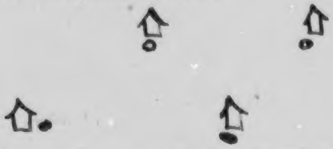
b. Vertical line



c. Curved line



d. Angular line



Use color cues by having child always start on a green dot and stop on a red dot.

APPENDIX III.

Examples of Cue Sheets

Cue sheets train the child to identify identical shapes, figures and symbols. The symbol at the top of the page is the "cue". The task is to find all those symbols on the page which are identical to the "cue" symbol. Design cue sheets to fit the levels of the children. Your cue may be the same for all the children, but the levels of difficulty may be different. Therefore, the worksheets will look somewhat different.

I. Beginning Level --

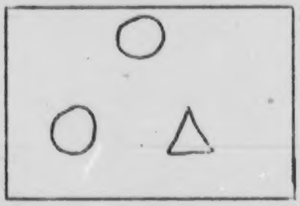
A. Teach the child the meaning of "mark" by demonstration on the chalkboard. Teacher makes a mark (/ or X). Have the children come to the board and make the "mark".

B. Give children a picture and ask them to mark the picture as they did on the board.

C. Give children a piece of paper with two or three pictures (dog, house, girl). "Mark the girl." "Mark the house." "Mark the dog."

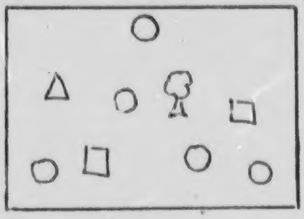
II. Level Two --

Give children a cue sheet such as this. Point to the circle. "Find the shape that is the same as this one and mark it."



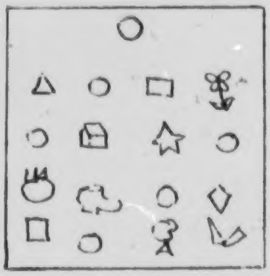
III. Level Three --

Add a few more symbols which are different.



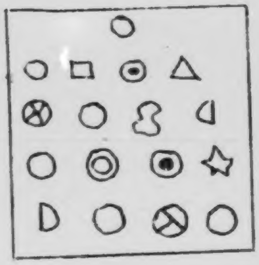
IV. Level Four --

Now add to the number of symbols on the paper.



V. Level Five --

More difficult because the symbols more similar to the cue.



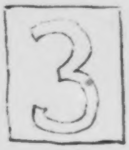
APPENDIX IV
ART ACTIVITIES FOR YOUNG CHILDREN

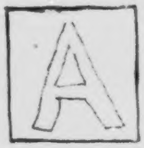
The following eight categories of art activities are listed in sequence beginning with gross motor activities, which involve many parts of the body, and ending with the fine motor tasks, such as using primary pencils.

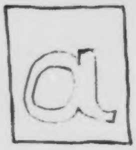
1. Sand play
2. Fingerpainting
3. Water play
4. Chalk
5. Clay or playdough
6. Tempera painting
7. Crayons and Magic Markers
8. Tearing, cutting, pasting, and fastening

I. Sand

1. Provide a sand box inside and outside the room for daily use. If a commercial sandbox is not available, you may use a child's small inflatable swimming pool, aluminum or plastic dishpan or sturdy cardboard box. Later on you may add sand toys and especially containers for pouring sand from one into the other.
2. Sand painting -- Add dry tempera to sifted dry sand. Place the colored sand in a salt shaker with holes made larger by driving a nail through them. The children may draw a picture or use a plain piece of paper. Let them cover the picture with paste and sift sand over it. They may cover various areas with different colors of sand. Salt, grits or sand-dust may be substituted for for the sand.
3. Sand numbers and alphabets -- Have large squares of cardboard precut with large blocked numbers or alphabets printed on. (You may use a cardboard from laundered shirts.) Allow each child to choose a number or alphabet and fill in with glue or rubber cement then cover with colored sand. This makes good tactile materials for teaching numbers and alphabets.







4. Shoe box sand -- Shoe boxes make excellent individual sand boxes for a child to draw or write in using his fingers.

II. Fingerpainting

1. Recipes
    a. An excellent fingerpaint may be made using about 2 teaspoons polycell (or any cellulose wallpaper adhesive) to a pint of water. Put a spoonful of this on slick shelf paper and let child sprinkle color tempera desired from a salt shaker over this and mix as he spreads paint with his hands.

b. Fingerpaint (flour)

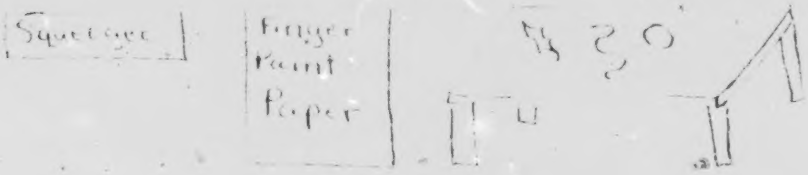
1 cup flour	2 cups cold water
1 t. salt	2 cups hot water
	wintergreen (a few drops)

Mix the flour with the two cups of cold water to form a paste. This can be done with the hands to be sure that all lumps are dissolved. Add hot water and cook until mixture has changed from white color to darker color. Add food coloring or powder color. A few drops of wintergreen takes away the flour smell.

2. Activities
   - a. Mono-Print--Let the children fingerpaint on a tray or table. Then lay a clean sheet of paper on the fingerpaint and press. When you remove the paper there will be a reverse design on it.
   - b. Texture Painting--Add some materials such as sand, sand-dust, or coffee grounds to the fingerpaint before using it.
   - c. Mixing Colors--Allow children to paint with one and two primary colors using free, rhythmic movements and noticing the creation of a new color when the two primaries are mixed.
   - d. Soapsuds Painting--

     1 cup of hot water in a pan
     soap flakes

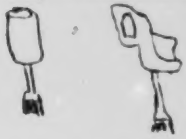
     Gradually add soap flakes while beating the mixture with an eggbeater until it is the consistency of whipped cream. Place mixture on the table. The children use their hands to make designs with it. Food coloring or tempera may be added for color.
   - e. Automatic Fingerpainting--Make an arrangement of strings, dried leaves, etc. on a table top. Lay them out flat. Cover the fingerpaint paper with fingerpaint and lay it on top of the arrangement of string, dried leaves, etc. Hold the paper by an edge to keep it from slipping and pull the squeegie (piece of cardboard) over the painted surface. The paint will be picked up where the underlying shapes press against the squeegie but will remain undisturbed in other places.



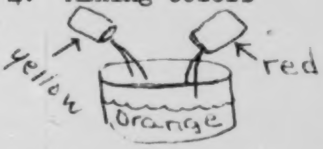
III. Water

1. Provide a water area inside and outside the room for daily use. If a commercial water table is not available you may use child's small inflatable swimming pool or aluminum or plastic dishpan. Put out water accessories for pouring, weighing, measuring, soaking, coloring, brushes for painting with water, etc.
2. Chalk and water--Give the child large pieces of chalk, a small container of water, and a large piece of construction paper. Child should dip one end of chalk in water then make a design or picture on the paper.

3. Provide many sizes of brushes and a pail of water for the children to use to paint pieces of wood, rocks, trees, and walls outside and even their tricycle or wagon. Remember this will be clear water that will dry quickly. For some handicapped children you may need a styrofoam cylinder or top of a Clorox bottle to make the handle more convenient for the child.



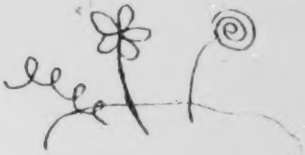
4. Mixing Colors



Water is an excellent medium for showing how two colors can produce a third color. Just add food coloring or easter egg dye.

IV. Chalk
1. Draw with white or colored chalk on blackboard.
2. Dip chalk in milk (plain or buttermilk) and draw designs or pictures.
3. Use several colors of chalk to draw on wet paper. Chalk will smear if not "fixed". A fixture may be sprayed or brushed on. Equal parts of liquid starch (Sta-Flo) and water sprayed on with atomizer or pump type spray. A thin mixture of powdered milk sprayed on will act as a fixture. There are also commercial fixtures.

V. Clay and Playdough
1. Amaco clay is a commercial potter clay that is mixed with water and kept indefinitely in a covered container or plastic bag.
2. Commercial playdough can be bought in small cans for about 29¢ or large cans for about $1.50.
3. Uncooked playdough--Mix 1/2 cup salt, 1 cup flour (sifted), 1 1/2 T. salad oil, 1/3 cup plus 2 T. water, 2 t. food coloring. Add food coloring to water, if tempera paint is used it can be added to the water. Add oil last.
4. Encourage children to manipulate clay or playdough by pressing, squeezing, pounding, rolling and other exploratory actions.
5. Make stabiles by squeezing a small lump of clay or old playdough into a shape and choosing some things to stick into it. (Either things child brings from home or he finds, or other things the teacher may provide like, popsicle sticks, pipe cleaners, straws, bottle caps, shells, buttons, beads, etc.)



VI. Tempera Paint
1. Blob Painting--Prefold paper, drop thick paint onto paper from tongue depressors, spoons, or brushes. Refold paper, press and open. Several colors may be used.

2. String Painting Magic--Dip short lengths of string in bowl of paint. (String may be tied to large stick for easier holding.) Let dipped string fall on one side of pre-folded paper. Cover string with other side of paper. Hold one hand on paper and pull string out from between the open ends. Very interesting designs will appear.
3. Object Printing--Collect such items as thread spools, sponges, potato mashers, hair curlers, tooth brushes and such vegetables as white potatoes, apples, bowl peppers, celery, carrots. Cut interesting designs on vegetables. Dip any of these objects or vegetables into various colors of tempera paints set up in muffin tins or small containers. Blot on paper towel or newspaper. Press on paper. This idea is especially good for making wrapping paper for celebrations and for just plain fun of watching the shapes appear.
4. Roller Painting (Gross Motor)--Purchase small sash rollers at the paint store, roll in tempera and let children paint large boxes, newspaper, large murals, etc.
5. Roll On Painting--Use deodorant bottles with roll-on tops. Remove tops and fill bottles with paint. Several colors may be used and paint stored in the bottle by putting on the top.
6. Try painting on many surfaces. Some suggestions:
   - Paper Towels
   - Sea Shells
   - Wall paper
   - Woodwork products
   - Fingerpaint paper
   - Colored Construction paper
   - Stones
   - Paper bags
   - Cardboard boxes
   - Branches
   - Egg cartons
   - Clay products
   - Printed Newsprint
   - Scrap lumber
   - Pine cones
   - Magazine pages
   - Playdough products

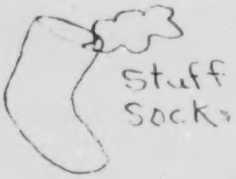
VII. Crayons and Magic Markers

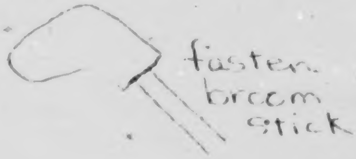
1. Allow children to use crayons at the easel. It provides more space, creativity, and excitement.
2. Crayon Textures--Place objects under paper and with the side of crayon go back and forth on top of paper to get the impression. Be sure to remove paper from around crayons. Suitable objects would be cut-outs made from plastic lids, screen wire, corrugated cardboard, linoleum, burlap, keys, string, plastic doilies and cut up stove top protectors.
3. Draw with Magic Markers on various textures of paper.
4. Crayon Resist--Draw heavy design on paper with crayons. Paint over this with a very thin tempera. Paint should not adhere to crayon markings.

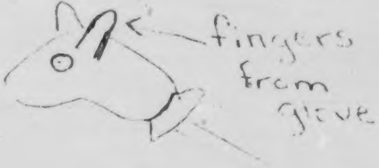
VIII. Tearing, Cutting, Pasting, and Fastening, Etc.

1. Allow children to freely tear paper of many textures.
2. How to cut (a handout on this subject is available.)

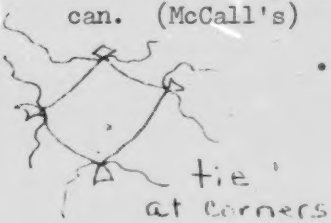
3. Cereal Mosaic--Beautiful pictures may be made using different types of dry cereal. Draw picture and glue on different types of dry cereal to form mosaic or just glue cereal in any design desired.
4. Sock Horse--1. Stuff sock full of cotton batting or old nylon stockings. 2. Push a yard length of broomstick well up through the stuffing. Tie opening at cuff of sock and tack to broomstick. 3. From an old glove, cut off two fingers. Stuff and sew into place for the ears. 4. Sew on buttons for eyes and fasten strips of leather, shoestrings, or 1/2" ribbon in place for bridle and reins. Paint on nostrils and teeth. (McCall's)

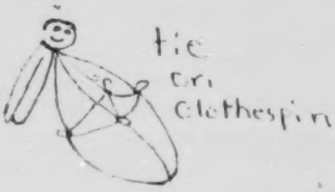


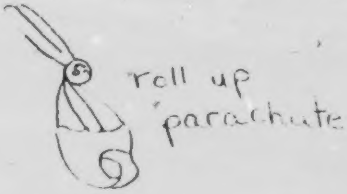




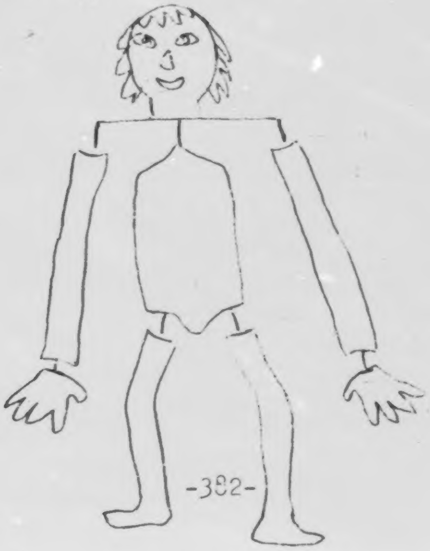
5. Handkerchief Parachute--Cut four lengths of string about 12" long. Tie one piece of string to each corner of handkerchief. For man who jumps, paint design on wooden clothespin, using poster paints. Then tie the loose ends of all four strings to the top of the clothespin. Roll up parachute and throw as high as you can. (McCall's)







6. Body Parts Mobile--Materials--paper large enough to trace a child's body; construction paper for face parts; string; a piece of coat-hanger. Trace a child's body. Have the children help assemble parts to make a person. Have them find their own and find parts of a friends (e.g., "Mary, show me Joe's hair.") Talk about the relation of body parts to one another.



7. Papier-Mache Eggs--Divide a newspaper page into fourths; then strips of newspaper about 1" wide are cut. Three or four strips are needed for each egg. The child is given a piece of the divided newspaper, and he crumples it into an egg shape. Then the strips of newspaper are wrapped around the egg. Continue this process until the egg is as large as the child wants it.
8. Christmas Bells--Cut egg cartons into 12 cups. The children trim them in holiday colors and, if they wish, add glitter. A hole is punched in the top and yarn drawn through to form a hanger. (Wylie)
9. Hand Puzzles--Materials--heavy cardboard; exacto-blade; enamel paint; glue. Glue 2 cardboards together to create backing. Cut out hands and fingers. Paint hands with enamel and contrast the background. Use for counting, one to one correspondence, right-left identification.

Listed here are some books which would be excellent if you want to build a library for children's art. Your local book store would probably order most of these for you or you can write the company which publishes the book and they will invoice you or send the book C.O.D. The books cost between $5.00 and $10.00.

1. "Art Activities for the Very Young", F. Louis Hoover, David Publications, Inc. Worcester, Mass.

   This is an excellent book on art for the 3 to 6 year old. Hoover lists helpful hints to the parent and teacher, describes about 15 art activities, and points out several activities for the special occasions.

2. "The Psychology of Children's Art", by Rhoda Kellogg with Scott O'Dell, Random House Publishers, 1967.

   Rhoda Kellogg is a leading nursery-school educator and internationally known authority on children's art. She has collected more than a million samples of art, the largest known collection of child art in the world. She has selected 250 of these for this book. It is beautiful. . . . . .

3. "Creative Art for Home and School", Pauline McDonald and Doris V. Brown. $3.95. Du-Mor Publishers, 3614 Motor Ave., Los Angles, Calif.

   This well illustrated (pictures of many of the activities) book has chapters on painting, drawing, collage, construction, modeling, and mounting and displaying pictures. It also has 25 pages of holiday projects.

4. "Experiencing Art in Kindergarten", George F. Horn, 1971. Davis Publications, Inc., Worcester, Mass.

   A beautifully illustrated phamplet\book which all teachers of kindergarten age children should have to refer to. Horn describes the 5 year old kindergarten child then suggests an art program with purpose.

5. "Analysing Children's Art", Rhoda Kellogg, National Press, 850 Hansen Way, Palo Alto, Calif., 94340

   This is a thorough study of Kellogg's analysis of children's art with detailed descriptions of stages of art development, placement patterns, etc. Something for the person who is interested to know more about how Kellogg sees child art.

6. "The Crayon", George F. Horn, 1969, Davis Publications, Inc. Worcester, Mass.

   This is one of those "icing on the cake" books. It is a beautiful book devoted to use of the crayon by young children through the intermediate grades. Many new ideas which could be adapted for other children.

Activities in this booklet have been compiled from materials supplied by Anne Sanford, Randall Crump, Annie Pegram, and Mrs. Sarah Hoffman. Additional sources are Engel; Mary E. Platts (Create--A Handbook for Teachers of Elementary Art); Evelyn G. Hershoff (It's Fun to Make Things from Scrap Material); Jeanne Wylie (A Creative Guide for Preschool Teachers); F. L. Hoover (Art Activities for the Very Young); The New Nursery School; Grade Teacher Magazine; McCall's Make-It Book (by John Peter); Barbara Bucher Linse (Arts and Crafts for all Seasons); The Day Care Unit, Child Welfare, State Department of Public Instruction, Raleigh, N. C., Department of Family Relations and Child Development OSU and Marilyn and Joseph Spanlings, Art and Young Children @ 1968.

APPENDIX V
SAMPLE HOME FOLLOW-UP SHEETS

. . . .

PROGRAM FOR HOME FOLLOW-UP

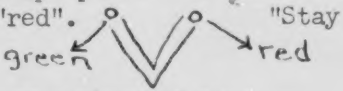
This week Emily has been working on the concepts (1) path tracing; (2) writing; (3) numbers 1, 2; (4) jumping, kicking.

Your child can exhibit the following behaviors:

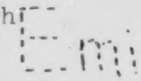
(1) If she is paying attention to task, Emily can follow V-shape paths without crossing line.
(2) Emily can trace letters Emi.
(3) She can recognize number 1, and associate number with object. She is beginning number 2.

Suggested activities which may be carried out at home to reinforce these concepts are:

(1) Make 90° V-shape paths - 1 inch in width. Ask Emily to go from "green" to "red". "Stay on path, don't cross the line."



(2) Make letters Emi 1½" high for her to trace.



(3) Ask Emily to point out 1 object or give you 1 object. (ex: 1 book, 1 cup).
(4) Have her step up on stool or other object close to floor (10 to 12") and jump down unassisted. Roll a large ball toward her and ask her to kick it.

. . . .

PROGRAM FOR HOME FOLLOW-UP

This week Emily has been working on the concepts (1) self-help skills; (2) saying her name with three syllables.

Your child can exhibit the following behaviors:

(1) Emily is learning to sew and thread a large needle. She is able to sew on lines when shown where to put the needle using your finger.
(2) Emily is practicing her cutting skills using a knife and fork.
(3) Emily can mop, sweep, and vacuum.
(4) Emily can say her name with three syllables when modeled for her.

Suggested activities which may be carried out at home to reinforce these concepts are:

(1) Emily is just beginning to sew with yarn on burlap. She likes it a lot. You may want to use this activity at home on weekends! She can really stay with this task a long time.
(2) Using playdough, which you and Emily could make together, Emily could use a knife and fork and practice her skills in cutting at home. She loves this and is doing well independently! (Playdough recipe: 2 C

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flour; 1 C salt; 1 T oil; and ½ C water.) Roll play dough around into shape of a hot dog and put it on a plate to cut.

(3) Let Emily help you mop, sweep and vacuum. She's so good at these, I know she's had some good training here at home.

(4) Work with Emily on saying her name. Let her watch your mouth as you say "Emily". Do not accept a two-syllable response.

. . . .

PROGRAM FOR HOME FOLLOW-UP

This week Emily has been working on the concepts (1) clothing; (2) big-little.

Your child can exhibit the following behaviors:

(1) Emily has been working on pants, shirt, dress and skirt. She can consistently touch a named item of clothing and can imitate its name. She has just begun to work on parts of clothing - sleeve and collar.

(2) Emily can consistently touch "big" objects and pictures and say "big" when so requested.

Suggested activities which may be carried out at home to reinforce these concepts are:

(1) As she dresses or undresses, show her the sleeve and collar. Tell her its label. Then ask her to "find the sleeve" or "find the collar" on her clothes, your clothes, or brothers' and sisters' clothes.

(2) A game to reinforce the concept of big can be played by you and other members of the family - brothers and sisters. It goes like this: Say "Look, look and see, find the big one and give it to me!" Use blocks of the same color, or pictures from Sears catalogs on cards of the same thing. For example: a big red dress and a little red dress; a big black suitcase and a little black suitcase.

BOOKS

SUGGESTED BOOKS FOR YOUNG CHILDREN

TITLE	AUTHOR
ABC Book	Falls
ABC Bunny	Gag
ABC of Ecology	Milgrom and Crews
A Crowd of Cows	Graham, John and Rojankovsky
About All Kinds of Days	Hastings
About Clouds	McGrath
About Family Helpers	Hoffman and Hefflefinger
About Firemen	Hoffman and Hefflefinger
About Four Seasons and Five Senses	Radlauer
About Friendly Helpers Around Town	Hoffman and Hefflefinger
About Policemen	Dillon
About Postmen	Hastings
About School Helpers	Hoffman and Hefflefinger
About Some Holidays and Special Days	Reck and Fichter
About the Driver of a Bus	Phillips, Eleanor
About the Pilot of a Plane	Chace, Haile
A Day of Winter	Miles, Betty
A is for Africa	Bond
A is for Annabelle	Tudor, Tasha
A is for Anything - An ABC Book of Pictures and Rhymes	Borry, Katharina
Alexander and the Wind-Up Mouse	Lionni, Leo
All Together	Aldis, Dorothy

SOME SUGGESTED BOOKS FOR YOUNG CHILDREN

A Little House of Your Own	de Regniers, Beatrice Schenk and Gordon, Irene
All Kinds of Time	Behn, Harry
The Alligotor's Toothache	Dorian, M.
A Tree is Nice	Udry, Janice
Andy and the Lion	Daugherty
Animal Babies	Ylla
Animals and Me	Lenski, Lois
Animal Picture Book	Platt and Munk Cloth Book
Another Day	Ets, Marie Hall
Ants are Fun - Read Book	Myrick
Ape in a Cage	Eichenberg, Fritz
Apples	Hogrogian
Apt 3.	Keats
Ask Mr. Bear	Flack, Marjorie
At Daddy's Office	Misch, Robert
At the Dairy	Hastings
At the Zoo	Colonius
Automobiles for Mice	Ets, Marie Hall

B

Baby - An Early Childhood Book.	Manushkin
Baby Animal Dress-Up Book, The	Allen, Joan
Baby Sister for Frances	Hoban
Bad Boy, Good Boy	Ets, Marie H.
Bargain for Frances, A	Hoban
Beady Bear	Freeman
Bears In - Bears Out	Barr
The Bear Who Lost His Mother	Bruce, Mary

SOME SUGGESTED BOOKS FOR YOUND CHILBEN

Bedtime for Frances	Hoban
Before You Were a Baby	(Showers, Paul, & Showers): Sperry, Kay
Bell for Ursli, A	Chonz
Be Nice to Spiders	Graham
Benji and the Barking Bird	Graham
Benjy's Blanket	Brown
Benje	Rice
Bernice	Hubka, Betty
Best Friends	Cohen
Biffy (The Goat)	O'Leary, Frank
Big Little Davy	Lenski, Lois
Big Orange Thing, The	Juhl
Big Sister and Little Sister	Zolotow, Charlotte
Big Snow	Hader
Big World and Little House	Krauss
Bike Lesson, The	Anderson, C. W.
Bird Tree, The	Anrooy, Frans Van and Jaap Tol
Birds in Their Homes	Webb Addison
Birthday for Frances	Hoban
Black and White	Dahlov, Ipcar
Blue But and the Bullies	Poulet
Blue Buds Safety Book	Poulet
Blueberries for Sal	McCloskey
Boats and Ships	Zaffo
Boats on the River	Flack, Marjorie
Bounce and the Bunnies	Carroll
Box with Red Wheels	Petershom

Boxes are Wishes	Shepherd, Dorothy
Boy, Was I Mad	Hitte
Brave Soldier Janosh	Ambrus, Victor G.
Bread and Jam for Frances	Hoban
Brown is a Beautiful Color	Bond
Building and Wrecking Machines	Zaffo
Busy Beaver's Day	Chamles
Busy Builders	Stengel
Buzzy Bear and the Rainbow	Marino
Buzzy Bear Goes Camping	Marino
Buzzy Bear in the Garden	Marino
Buzzy Bear's First Day at School	Marino
Buzzy Bear's Winter Party	Marino

C

Carrot Seed	Krauss
Caps for Sale	Slobodkin
Cat - Cat	Gibson
Changes, Changes	Hutchins
Chanticleer and the Fox	Chaucer, Geoffrey
Chick and The Duckling, The	Ginsburg, and Aruego
Chicken Little Count to Ten	Friskey
Children Here Children There	Burton, Leslie
Child's Garden of Verses, A	Stevenson
Christmas in the Barn	Brown, Margaret W.
Christmas in the Stable	Lindgren, Astrid
Christmas in the Forest	Wahl

Christmas Kitten, The	Carroll
Christmas Kitten	Konkle
Christmas Whale, The	Duvoisin, Roger
Circus Baby, The	Petersham, Maude and Miska
City In Summer	Schick
City In the Winter	Schick
City Spreads Its Wings, The	Hopkins
City Poems	Lenski, Lois
Colors	Reiss
Colors, Colors All Around	Scott
Come Back, Amelia Bedelia	Parish
Corduroy	Freeman
Count and See	Hoban
Count with Me	Sussman, Christel
Country Mailman	Beim, Jerold
Country Noise Book	Brown, Margeret W.
Cowboy Small	Lenski, Lois
Cowboys: What They Do	Green
Cow's Party	Ets, Marie H.
Crate Train	Seymour
Creepy Caterpillar	Smith, Garry and Vesta
Crow Boy	Yashima
Curious George	Rey
Curious George Flies a Kite	Rey
Curious George Gets a Medal	Rey
Curious George Goes to the Hospital	Rey

Curious George Learns Alphabet	Rey
Curious George Rides A Bike	Rey
Curious George Takes A Job	Rey

D

Daddy Days, The	Simon, Norma
Daddies	Puner, Helen
Daisy	Coatsworth
Danny Goes to the Hospital	Collier
Davy and His Dog	Lenski, Lois
Davy Goes Places	Lenski, Lois
Davy's Day	Lenski, Lois
Debbie and Her Dolls	Lenski, Lois
Debbie and Her Family	Lenski, Lois
Debbie and Her Grandma	Lenski, Lois
Debbie Herself	Lenski, Lois
Debbie and Her Pets	Lenski, Lois
Debbie Goes to Nursery School	Lenski, Lois
Dear Garbage Man	Zion
Do You Know What I'll Do	Zolotow, Charlotte
A Dog Came to School	Lenski, Lois
Did You Ever Dream	Lund
Dirt Road, The	Carrick
Ditch Picnic, The	Unnerstad
Donkey - Donkey	Duvoisin
Doctors and Nurses	Greene
Ducks Don't Get Wet	Goldin, Augusta

E

Edward and the Boxes	Marine, D.
Egg Thoughts.	Hoban
Egg to Chick.	Selsam
The Emperor's New Clothes	Anderson, Hans Christian
Everybody Grows Up	Green
Everybody In	Rowan
Every One Has a Name.	Browner
The Eye Book	

F

Faraway Farm	Kumin
Farmer and the Witch, The	DeLage, Ida
Father Bear Comes Home	Minarik
Father Like That, A	Zolotow, Charlotte
Favorite Songs for Christmas (The Big Book of)	Cummins
Ferdinand	Leaf, Munro
Find Out by Touching	Showers, Paul
Finders Keepers	Shulman
Fireman, The Little	Brown, M. W.
Fire Engines, The Big Book of Real	Cameron
First ABC	Larrick, Nancy
First Book of Super Markets	Bendick, Jeanne
First Graces	Tudo
First Night Away From Home	Brown, M.
Fish is Fish	Lionni, Leo
Flip	Dennis

Flip and the Cows	Dennis
Florabella	Smith, Garry and Vesta
Florina and the Wild Bird	Chonz
Frederick	Lionni, Leo
Fresh Look and Cats	Graboff
Friend Can Be, A	Roy
Frog and Toad Are Friends	Lobel
Fun With ABC and 1, 2, 3	Dareff
Funny Bunnies	Thompson, Edward
Funniest Storybook Ever, The	Scarry
Fire Engine, The Little	Lenski, Lois

G

Gilberto and the Wind	Ets, Marie H.
Go and Hush the Baby	Buars
Goggles	Keats
Gone is My Goose	Koch, Dot
Going Barefoot	Fisher, Aileen
Golden Shapes Book	Golden Press
The Good Morning Book	Litchfield, Ada
Good Night	Hoban
Good Night Moon	Brown, M. W.
Good Night Sleep Tight Book, The	Litchfield, Ada
Grandfathers Are to Love	Wyse
Grandmothers Are to Love	Wyse
Great Big Enormous Turnip, The	Tolstoy
Groundhog and His Shadow	Wiese

Growing Story	Krauss
Growing Up in Nature	Burton, Leslie
Guess What	Hille-Brandts
Guess Who	Ball
Guess What's in the Grass	Mitchell

H

Hands, My	Aliki
Happy Birthday to You	Dr. Seuss
Happy Birthday Present	Heilbroner
Happy Day, The	Kraus
Happy Easter	Weiss, Kurt
Happy Day	DeCaprio
Happy Harry and the Scarecrow	Goelhaar
Happy Valley, The	Berne, Eric
Harry the Dirty Dog	Zion
Harry and the Lady Next Door	Zion
Hating Book, The	Zolotow, Charlotte
Hey Elephant	Lapp, E. J.
Hic Away Henry	Weir, LaVada and Joan
Hi Cat	Keats
Hi Teddy	Golden Book
Hidden Animals	Selsam
Hold My Hand	Zolotow, Charlotte
Lets Play House	Lenski, Lois
Hole is to Dig	Krauss
Horton Hatches the Egg	Dr. Seuss

How Many Teeth	Showers, Paul
Humpty Dumpty's Storybook	Tresselt
Hurrah for Hats.	Wagner
How I Feel.	June Behrens

I

I Can, Can You	Litchfield, Ada
I Caught a Lizard	Conklin
I Can't Said the Ant.	Cameron, Polly
I Like Butterflies	Conklin
I Like Caterpillars	Conklin
I Like Winter	Lenski, Lois
I Play at the Beach	Koch, D.
If I Were	Hille-Brandts
I'm Alvin	Rice, Elizabeth
Important Book, The	Brown, M. W.
In the Forest	Ets, Marie H.
In the Night Kitchen	Sendak
Indoor Noisy Book	Brown, M. W.
In the Park	Hautzig
Is It Hard? Is It Easy?	Green, M. M.
I Want to be a Truck Driver	Greene, Carla
I Want to be a Nurse	Greene, Carla
I Want to be a Policeman	Greene, Carla
I Want to be a Baker	Greene, Carla
I Want to be a Fireman	Greene, Carla
I Want to be a Homemaker	Greene, Carla

I Want to be a Doctor	Greene, Carla
I Want to be a Basketball Player	Baker

J

James and the Rain	Kuskin
Jasper Makes Music	Harvath
Jennie's Hat	Keats
Jimmy and Joe Catch an Elephant	Glendinning, Sally
Jimmy and Joe Get a Hen's Surprise	Glendigging, Sally
Johnny Maple Leaf	Tresselt, Alvin
Johnny and the Butterfly	Friskey, Margaret
Jumping	Stephens
Jungle, The	Barton, Helen
Just for Manuel	Hampton, Doris
Just Me	Ets, Marie H.

K

Katy and the Big Snow	Burton
King's Wish, The	Elkin, Benjamin
Kiss for Little Bear, A	Minarik

L

Last One Home is a Green Pig	Hurd
Last One in is a Rotten Egg	Kessler
Let's Be Enemies	Udry
Let's Be Friends	Bryant
Let's Find Out About Air	Shapp, M. and C.
Let's Find Out About Airplanes	Shapp, M. and C.
Let's Find Out About Animal Homes	Shapp, M. and C.

SUGGESTED BOOKS FOR YOUNG CHILDREN

Let's Find Out About Babies	Shapp and Shephers
Let's Find Out About a Ball	Campbell
Let's Find Out About What's Big and What's Small	Shapp, M. and C.
Let's Find Out About Birds	Shapp, M. and C.
Let's Find Out About Boats	Campbell
Let's Find Out About Bread	Bunt
Let's Find Out About Christmas	Watts
Let's Find Out About the City	Pitt
Let's Find Out About Clothes	Pitt
Let's Find Out About Color	Campbell
Let's Find Out About Easter	Watts
Let's Find Out About Fall	Shapp, M. and C.
Let's Find Out About Farms	Campbell
Let's Find Out About Firemen	Shapp, M. and C.
Let's Find Out About Houses	Shapp, M. and C.
Let's Find Out About Indians	Shapp, M. and C.
Let's Find Out About What's Light and What's Heavy	Shapp, M. and C.
Let's Find Out About Magnets	Knight
Let's Find Out About Milk	Whitney
Let's Find Out About Safety	Shapp, M. and C.
Let's Find Out About Spring	Shapp, M. and C.
Let's Find Out About Summer	Shapp, M. and C.
Let's Find Out About Winter	Shapp, M. and C.
Let's Find Out About Tools	Weisenthal
Letter to Amy	Keats

Listen to My Sea Shell	Steiner, Charlotte
Let's Go to the Telephone Company	Buckheimer, Naomi
Let's Go to the Library	Buckheimer, Naomi
Let's Go to a Garage	Goodspeed, Jim
Lengthy	Hoff, Syd
Little Toot	Gramatsky, Hardie
Three Little Animals	Brown, M. W.
Little Airplane, The	Lenski, Lois
Little Auto, The	Lenski, Lois
Little Brown Hen, The	Martin, Patricia Miles
Little Circle, The	Atwood, Ann
Little Drummer Boy, The	Keats
Little Engine That Could, The	Piper, Watty
Little Fir Tree, The	Brown, M.
Little is Nice	Kaufmann, A.
Little Red Riding Hood	Grimm Brothers and Harriet Pincus
Lollipop Party	Sonneborn
Look at Your Eyes	Showers, Paul
Look	Gey

M

Madeline	Bemelmans, Ludwig
Magic Spectacles, The	Moore
Magician, The	Shulevitz
Make Room for Rags	Banner
Make Way for Ducklings	McCloskey
Marshmallow	Newberry, Clare

Martin's Dinosaur	Davis, Reda
Mickey's Magnets	Branley, Franklyn M. and Vaughan Eleanor K.
Mulligan, Mike	Burton
Mommies At Work	Merriam, Eve
Monkey in the Jungle	Preston
Moon Jumpers	Udry
Mother Goose, The Big Book of	Schlesinger
Mr. and Mrs. Noah	Lenski, Lois
Mr. Rabbit and the Lovely Present	Zolotow, Charlotte
My Counting Book	Platt & Munk
My Zoo Book	Platt & Munk
My Picture Book	Platt & Munk

N

Nature's Helpers	Burton, Leslie
Night Before Christmas, The	Moore
Night Noises	Johnson
No Room for Nicky	Kaufmann, A.
Now It's Fall	Lenski, Lois
Numbers	Reiss
Numbers	Allen, Robert
Numbers Are Things	Keyser, Sarah

O

On a Summer Day	Lenski, Lois
Old Witch Goes to the Ball, The	DeLage, Ida
One Bright Monday Morning	Baum, Arline & J.
One Fine Day	Horde

One Fish, Two Fish	Eastman
One, Two	DeCaprio
Over and Over	Zolotow

P

Papa Small	Lenski, Lois
Peter's Chair	Keats
Pet Show	Keats
Petunia	Duvoisin, Roger
Policeman Small	Lenski, Lois
Polka Dot Child, The	Luciana
Peter Rabbit	Potter, Beatrix
Push-Pull, Empty Full	Hoban
Playful Puppies	Platt & Munk

Q

Quiet Noisy Book, The	Brown, M. W.

R

Rabbit's Wedding, The	Williams
Rain and Hail	Branley, Franklin M.
Rainy Day Together	Parsons
Ramps	Kohn, B.
Run Away Bunny	Brown, M. W.

S

Scarey Thing, The	Bannon
Shapes: Sides, Curves and Corners	Podendorf
Sounds, All About	Podendorf
Seven Diving Ducks	Friskey

Snow	Eastman and Mackie
Snowy Day	Keats
Soap Bubbles	Simon, S.
Stevie	Steptoe
Stop Stop	Hund
Straight Hair, Curly Hair	Golden, Augusta
Story About Ping	Flack, M.
Spanky	Gramatsky
Somebody's Slippers, Somebody's Shoes	Brenner, Barbara
Swimmy	Lionni, Leo

T

Thanksgiving Story, The	Dagliesh, Alice
Three Sides and the Round One	Friskey
Tall Book of Christmas, The	Smith
Things I See	Peggy Cloth Book
Things to Count	Peggy Cloth Book
This is Yellow and This is Red	Sussman, Christol
Three Billy Goats Gruff, The	Brown, Marcia
Tim Tadpole and the Great Bullfrog	Flack, M.
Tim and the Tool Chest	Beim, Jerold
Tommy and the Telephone	MacGregor, E.
Tim All Alone	Ardizzone
Train Ride	Steptoe
Two is a Team	Beim
Things I Like	Golden Book

U

Up Above and Down Below	Webber, Irma
Up and Down	Jardine
Uptown	Steptoe

V

Veronica	Duvoisin, R.
Very Special House	Krauss
Visit to the Dentist	Gann
Visit to the Doctor	Bergen
Visit to the Hospital	Chase

W

Wait for William	Flack, M.
Wait Till the Moon is Full	Brown, M. W.
Wagtail Bess	Flack, M.
What Baby Sees	Platt & Munk
What Can You Do with a Pocket	Merriam, Eve
What Do They Do	Greene, Carla
What is Your Favorite Smell, My Dear?	Gibson
We Can Jump	Williams, Barbara
What Can You Do With a Box?	Radlauer
What is Your Favorite Thing to Touch?	Gibson
When a Boy Goes to Bed at Night.	McNulty, Faith
When a Boy Wakes Up in the Morning	McNulty, Faith
When I Grow Up	Lenski, Lois
Whistle for Willie	Keats
Who Will Play With Me?	Ets, Marie H.

Who Took the Farmer's Hat?	Nodset, Joan
Where the Wild Things Are	Sandak
When the Wind Stops	Zolotow
Who Likes the Dark	Thompson, M.
While Susie Sleeps	Schnieder, Nina
Wet World, The	Miller, Jane
Who Needs Holes	Epstein, S. and B.
Who Will Be My Friends	Hoff
Why Frogs Are Wet	Hawes, Judy
We're Very Good Friends, My Brother and I	Hallinan

Y

Your Skin and Mine	Showers, Paul
Youngest One	Yashima

Z

Zoo That Grew, The	Kruss, James

MUSIC

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3. Broadman, Eunice and Beth Landis. Exploring Music Book 1. New York: Holt, Rinehart, and Winston, 1966.
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SONG RECORDINGS

*See Record Company listings

1. American Folk Songs for Children. Pete Seeger with banjo. *C.M.C. C25 Folkways, FC 7001.

2. And One and Two, by Ella Jenkins. Preschool, primary participation; Jumping, rhythms, clapping.. *C.M.C. C158

3. Animal Folk Songs for Children. Peggy Seeger with guitar. Folkways, FC 7051.

4. A Visit to My Little Friend. Walking, running, tiptoe, skipping, etc. C R G 1017.

5. Birds, Beasts, Bugs and Bigger Fishes (*foolish frog puppet and book available.) Pete Seeger with guitar. Folkways, FC 7011.

6. Children Sing Around the Year, by Helen Horn. Decca, DL 4406.

7. Dancing Numerals, by Henry "Buzz" Glass. Learning math concepts through music games and chants. Counting in order, walking geometric shapes, recognizing numerals, etc. *C.M.C. C235 - record and book set.

8. Early, Early Childhood Songs, by Ella Jenkins. A musical guessing game with traditional nursery songs. *C.M.C. C 162.

9. Folk Song Carnival, by Hap Palmer. Folk songs in a variety of moods. *C.M.C. AR 524 - cassette available.

10. Getting to Know Myself, by Hap Palmer. Introduction to body awareness and identification, movements, moods, and feelings. *C.M.C. EC 109 - cassette available.

11. Homemade Band, by Hap Palmer. Activities help to develop skills of body awareness, gross and fine motor coordination, auditory discrimination, etc. *C.M.C. AR 545 - cassette available.

12. I'll Sing You a Story, by Sam Hinton. Nineteen American folk ballads - The Gray Goose, Farmer and the Crow, Hambone, Boll Weevil, etc. *C.M.C. C35.

13. Learning Basic Skills Through Music - Building Vocabulary, by Hap Palmer. Simple game songs about safety, foods, body parts, transportation, etc. *C.M.C. AR 521 - cassette available.

14. Learning Basic Skills Through Music - Health and Safety, by Hap Palmer. Songs about cleanliness, diet, exercise, safety rules, thoughtfulness, etc. *C.M.C. AR 526 - cassette available.

15. Learning Basic Skills Through Music - Vols. 1 and 2, by Hap Palmer. Numbers, colors, the alphabet, body awareness, telling time, and two reading - readiness game songs included. *C.M.C. AR 514, AR 522 - cassettes available.

16. Little Johnny Brown, by Ella Jenkins. *C.M.C. C92.

17. Mod Marches, by Hap Palmer. Includes concepts of left/right, up/down, across/in between, etc. *C.M.C. AR 527 - cassette available.

18. More Songs to Grow On. Alan Mills with guitar. Folkways, FC 7009.

19. Movin', by Hap Palmer. Symphony to rock, classical, and pop. *C.M.C. AR 546 - cassette available.

20. Music for the 1's and 2's, by Tom Glazer. Songs for very young - big and little, bye-bye, body concepts. *C.M.C. EC 2.

21. Music Time. Charity Bailey. Folkways, FC 7307.

22. My Playmate the Wind. Movement. Y P R 4501.

23. Nothing To Do. Walking, clapping, spinning, rolling, etc. C R G 1012

24. Numbers, Letters, and Animal Songs, by Alan Mills. Fourteen alphabet and number songs - letter rhyming, spelling, and story songs. *C.M.C. C 165.

25. Out-Of-Doors. Hopping, see-sawing, tapping, etc. Y P R 724.

26. Simplified Folk Songs - Special Ed., Grades K-3, by Hap Palmer. Simple, repetitive, and easy to learn folk songs. *C.M.C. AR 518.

27. Singing Fun, by Louis B. Scott and (also More Singing Fun). Lucille Wood. Bowmar. *C.M.C. CB120M.

28. Singing in the Kitchen.

29. Songs for Wee Folks. Susan Reed. Elektra, 163.

30. Songs to Grow on for Mother and Child. Woody Guthrie. Folkways, FC 7015.

31. Songs to Grow On, Vol. 2. Folkways FC 7020.

32. Vocabulary and Concepts, by Hap Palmer. Action songs teach basic math concepts - big and little, long, short, before, after, etc. *C.M.C. C202 - cassette available.

33. When I Was Very Young. Rhythmic and dramatic play. C R G 1013.

34. When the Sun Shines. A day in the park - swinging, bicycling, running, etc. Y P R 617.

35. Whoa, Little Horses. Movement. Y P R 714.

36. Won't You Be My Friend, by Marcia Berman and Patty Zeitlin. Songs about feelings in folk, rock, pop, country, and calypso styles. *C.M.C. C160.

OTHER RECORDINGS

*See Record Company listings

1. Adventures in Resting - Vols. 1 and 2. *E.A.

2. Album Six. *C.M.C. C506.

3. Animal Rhythms with Sound Effects. *C.M.C. PJ3.

4. A Visit to My Friend. *C.R.G. 78 RPM.

5. Basic Concepts Through Dance. *C.M.C.

6. But Muffin Could Hear. *C.M.C. 78 RPM.

7. Concept Record. *C.M.C. EC14.

8. Exercise Record. *L.C. #RRC 70B.

9. Let's Play a Musical Game. *R.C. 33 1/3 RPM.

10. Me, Myself, and I. *R.C. 33 1/3 RPM.

11. Original Children's Activity Songs. *C.M.C. C218F.

12. Play Time. *C.M.C. CE34A.

13. Rhythm Band Record. *C.M.C. #RC 1003.

14. Songs for Children with Special Needs. *C.M.C. C218M.

15. Songs to Grow On, Nursery Days. *C.M.C. C20.

16. Train to the Zoo. *C.R.G. 78 RPM.

RECORDINGS FOR HOLIDAYS

*See Record Company listings

1. American Folk Songs for Christmas. Ruth Seeger. Folkways, FC 7053.

2. Halloween Rhythms. *C.M.C. PJ15.

3. Holiday Rhythms. Bowmar.

4. Holiday Songs and Rhythms -- Primary - Intermediate, by Hap Palmer. *C.M.C. AR 538 - cassette available.

5. Jingle Bells and Other Songs for Winter Fun. YPR 718.

6. Pussycat's Christmas. Story by Margaret Wise Brown. YPR 727.

7. Twelve Days of Christmas and Little Bitty Baby. YPR 225.

8. We Wish You a Merry Christmas.

FOREIGN LANGUAGE SONGS

*See Record Company listings

1. Building Spanish Vocabulary Through Music. *C.M.C. MA44.

2. French Folk Songs for Children. Folkways, FC 7028.

3. Spanish - American Children's Songs. Jenny Wells Vincent. ALP102.

RECORDINGS FOR MOVEMENT AND CREATIVE RHYTHMS

*See Record Company listings

1. Creative Movement and Rhythmic Exploration, by Hap Palmer. Lyrics about ways to move, shapes, concepts, sounds, people at work and play, etc. *C.M.C. AR 533 - cassette available.

2. Excursions and Garden Varieties. Creative, imaginative music by a contemporary composer. Suggestions in album cover. American Book Company.

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3. Free Rhythms (Phoebe James Educational Recordings). Walk, run, skip, gallop, etc. Skip and whirl, run and jump, walk and run, etc. *L.I. A E D 2

4. Holiday Rhythms. Bowmar.

5. Modern Tunes for Rhythms and Instruments. Play - along record to encourage achievement in rhythm - band group. *C.M.C. AR 523 - cassette available.

6. Nursery School Rhythms (Phoebe James Educational Recordings). Jumps and falls, creepy things, quiet time. A E D 21.

7. Rhythmic Activities, by Bassett and Chestnut. Fundamental rhythms and combinations. *L.I.

8. Rhythmic Play, by Sally Tobin Dietrich. Fundamental movements, mechanical toys, giants, gobline, etc. *L.I.

9. Rhythm Time, Album I, by Lucille Wood and Ruth Tarner. Basic rhythms and combinations. Mechanical toys, jet planes, Circus parade. *L.I.

10. Themes for Children's Rhythms. Moods - gay, sad, funny, angry; Polka; rabbits hopping out of silk hats; dragons coming out of laundry bags. Mrs. Virginia Saunders, 2012 Clifton Ave., Nashville, Tenn.

INSTRUMENTAL AND SYMPHONIC RECORDINGS FOR LISTENING AND CREATIVE MOVEMENT

1. Anderson, Leroy. The Music of Leroy Anderson. Waltzing Cat; Syncopated Mercury Clock; Fiddle Faddle; Song of the Bells; China Doll, etc. Mercury MG 50043

2. Bach. Arioso (Quiet, Sustained). Air for the G String (Slow tempo). Col. ML 5065.

3. Bach. Bourree and Gigue from Suite No. 3 in D Major. MSB 78041.

4. Beethoven. Rage Over a Lost Penny (Fast tempo). Minuet in G. MSB 78144.

5. Beethoven. Symphony No. 8 in F, Op. 93, 2nd movement (Fast tempo). R C A LE-1009, Gr. 6.

6. Corelli. Suite for Strings; Sarabande, Gigue, Badinerie. NSB 78207.

7. Dett, Nathaniel. Juba Dance and Turkey in the Straw. MSB 78024.

8. Elgar. Moths and Butterflies. Little Bells. MSB 78148.

9. Handel. Fireworks Music; Allegro, Alla Siciliana, Bourree, Minuet I and II. MSB 78002.

10. Handel. Water Music; Bourree and Hornpipe. Largo from Xerxes (Quiet music). MSB 78001.

11. Huguenin. The Hen, The Ass and The Cuckoo. MSB 78318.

12. Hadyn. Andante from "The Surprise Symphony". The Emperor's Hymn (Quiet listening). MSB 780421

13. Haydn. Symphony No. 101 in D Major; "The Col. Clock", Second Movement. ML 4268.

14. Haydn. Toy Symphony. YPR 1001.

15. Mozart. The Canary. The Sleighride. MSB 78140.

16. Mozart. Country Dances. YPR 313.

17. Mozart. Eine Kleine Nacht Musik. Keyboard.

18. Pinto. Memories of Childhood. Run, Run - Ring Around the Rosy - March, Little Soldier - Sleeping Time - Hobby Horce. RCA Victor E - 77, Listening Album I.

19. Villa-Lobas. The Rag Doll and the Paperdoll. MSB 78310.

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KEYBOARD RECORDINGS	Keyboard and Young Keyboard Magazines, 1346 Chapel St. New Haven, Connecticut

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RECORD COMPANY LISTINGS

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Oklahoma City, Oklahoma 73114

C.R.G. The Children's Record Guild
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